

KS4 options at St Bede's
The Journey Continues.....
'Route 2 – Humanities Pathway'



"Your aspirations are your possibilities."
Samuel Johnson



TIME	DESTINATION	EXPECTED
	KEY STAGE 4 CURRICULUM	

Achieving the Balance...

Dear Year 9 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 qualifications 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 a good education. 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 KS4 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.

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**' and can be traditional GCSE or Vocational qualifications.

Your individual curriculum will therefore be made up of subjects that are compulsory as part of the National Curriculum and a number of optional subjects that you can select.

At St Bede's we have carefully monitored your progress across the last three years. Looking at the progress you have made in your subjects and how well you have coped with your modern foreign language we feel the best route for you to take is the '**Route 2**'.

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. Make them good ones!

Mr M Taylor

Assistant Headteacher

What is the Route 2 – Humanities Pathway?

The Route 2 curriculum allows students to undertake traditional core GCSE subjects alongside optional traditional GCSE and/or a vocational subject. This route will offer better opportunities for students who are unlikely to attain the MFL subject required for success in Route 1.

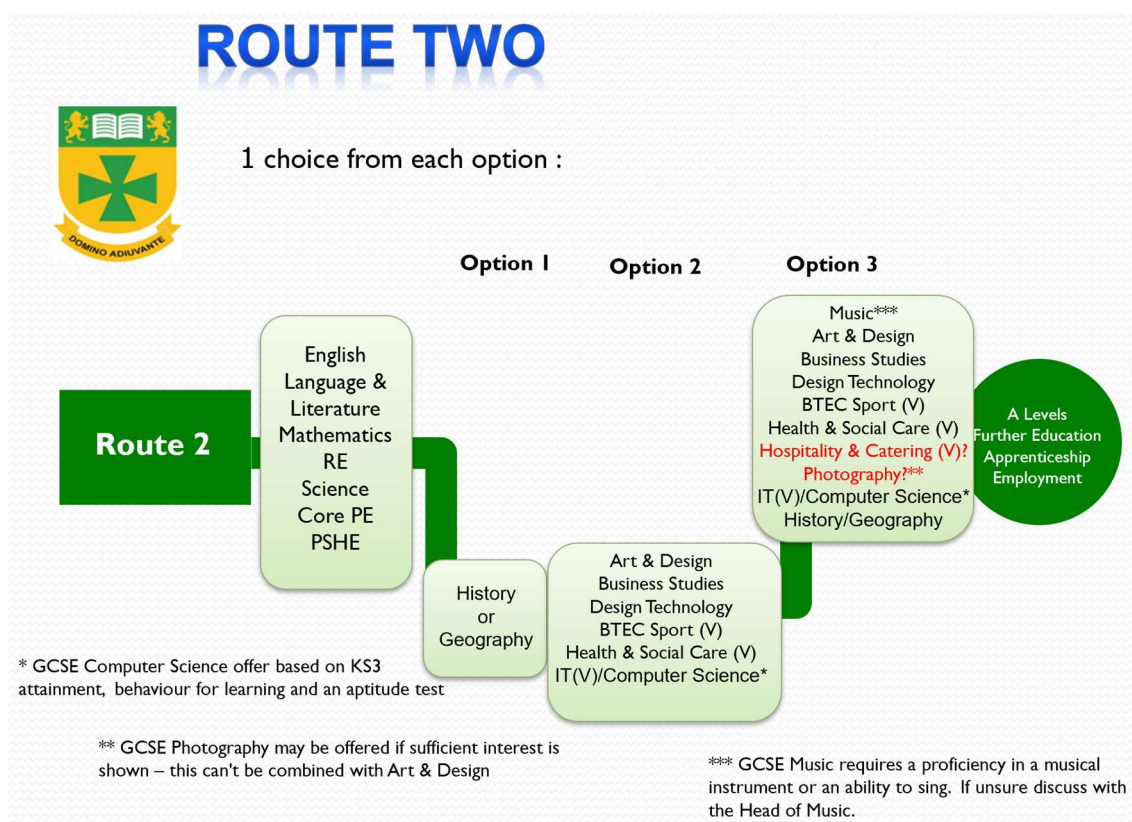


Based on KS3 assessment data and feedback from MFL teachers we believe that your best opportunities for success will come from following a Route 2 curriculum.

What are my options within Route 2?

You must take the core subjects. From Option 1 you will pick either History or Geography. From Option 2 you will pick one of the vocational or GCSE subjects. From Option 3 you can make your own selection.

You **cannot** select both Art **and** Photography. If you are interested in this area of the curriculum, please only select one of these subjects.





“Core subjects are followed by all students. They provide the basis for study beyond KS4.”

Core GCSE SUBJECTS

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

- **Religious Studies**
- **English Language & English Literature**
- **Mathematics**
- **Science (either Combined or Triple Award Science)***
- **Core Physical Education (PE)**
- **PSHE**

All students will therefore complete a minimum of six compulsory GCSE courses.

*Students will be offered Combined Science which is worth 2 x GCSE qualifications. Those students who have demonstrated an aptitude for science and considered able to cope with the required accelerated learning will be offered an opportunity to study ‘separate sciences’ and could therefore complete 7 GCSEs in their core curriculum.

- examinations.



“Traditional GCSE Courses are heavily dependent on external examinations that are linear in nature. Some have controlled assessment units but the majority of assessment will take place via final examinations in year 11”

Route 2 Optional Traditional GCSEs - an Overview

The following subjects are all traditional GCSE courses.

Option 1	Option 2	Option 3
Geography	Art & Design	Art & Design
History	Business Studies	Business Studies
	Design Technology	Computer Science
	Computer Science	Design Technology
		Geography/History
		Music
		Photography

- They are graded 1- 9
- They are assessed mainly by **terminal** written examination papers, in some subjects there will be a coursework component which means that some assessment will be under controlled conditions in school (coursework). Students are expected to learn the full content of the course for the final examinations



“Subjects with a lesser dependence on external examination, with the majority of the course being internally assessed, they are valued by colleges and offer progression post 16. These courses can be combined effectively with traditional GCSE courses to offer students fewer examinations at the end of year 11”

Route 2 - Optional Vocational GCSEs – an Overview

The following subjects are all Vocational GCSE courses.

Option 2
BTEC Sport
Health and Social Care
ICT

Option 3
BTEC Sport
Health & Social Care
Hospitality & Catering
ICT

- BTECs, Cambridge Nationals and other vocational courses are equivalent to Single GCSEs
- Typically Graded:
 - Distinction* (equivalent to an 8)
 - Distinction (equivalent to a 7)
 - Merit (equivalent to a 5.5)
 - Pass (equivalent to a 4)
- Reduced focus on examinations. These can be sat at various stages throughout the two-year course and re-sit opportunities are available.
- The majority of the course is assessed by coursework where the teacher/student has a greater control of the outcomes.
- All work is based in a vocational context.

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. We have designed the option 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.

Take advantage of talking through your ideas with your form tutor or subject teachers. Work out for yourself what are your best options.

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 anyway.

Also be aware that we cannot guarantee your favourite teacher so do not pick an option because you like your current teacher.

Your parents 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.

Your parents are, of course, welcome to contact the school if they really need to. If this is necessary, they should contact Mr M Taylor.

What happens next?

When you have finally made up your mind about which subjects to take, you will need to complete an option form. You must return this to the school by the deadline stated on the form. On the option form you will specify a 1st and 2nd choice for option blocks where appropriate.

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.

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 be forced to use your 2nd 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 2nd choice if we really need to.

GUIDE TO KS4 COURSES –ROUTE 2

What You Need To Know

The following pages give you the details of all of the courses that are available in Years 10 and 11.

Core Subjects

- Religious Education
- English Language & English Literature
- Mathematics
- Science
- General Physical Education

Traditional GCSE Courses

- Geography
- History
- Design Technology
- Art & Design
- Business Studies
- Photography
- Music
- Computer Science

Vocational Courses

- BTEC Health & Social Care
- BTEC ICT
- BTEC Sport
- Vocational Award in Hospitality & Catering

GCSE RELIGIOUS STUDIES

Religious Education plays an important part in the whole life of our Catholic School. You will find that learning about and discussing the ethical and philosophical issues that affect our lives and concern us all in today's world will give you a deeper understanding of religion, faith and prayer and the part it plays in our daily life.

The study of GCSE Religious Education will:

- Develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- Develop learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of
- key religious texts, other texts, and scriptures of the religions they are studying.
- Develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Provide opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Challenge learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

How will you be assessed?

The course is a linear qualification, all examinations will take place at the end of year 11. You will be assessed in two areas:

1. Your ability to demonstrate knowledge and understanding of the beliefs and practices of both Catholic Christianity and Judaism
2. Your ability to analyse and evaluate aspects of Catholic and Jewish belief.

You will complete 3 exams at the end of the course:

Component 1: Foundational Catholic Theology (37.5%)

Component 2: Applied Catholic Theology (37.5%)

Component 3: Judaism (25%)

Did you know? . . .

All students follow the same single tier entry GCSE course in Religious Education in our school: Everyone can do well!

The course provides an excellent foundation for those students who want to go on to study Philosophy and Ethics at A level.



Further information is available from **Mr McGowan** (Head of RE)

GCSE ENGLISH/ENGLISH LANGUAGE AND ENGLISH LITERATURE

GCSE English language

All pupils will have the opportunity to study GCSE English Language. Students will be assessed on their reading, writing and speaking and listening skills. Students will study both non-fiction and fiction texts that are engaging, have relevant contemporary themes and craft real world applicable writing tasks. Students must undertake a prepared spoken presentation on a specific topic in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.

Paper 1: Non fiction texts	Paper 2: Contemporary texts
Content overview ● Study a range of functional 19th-century non-fiction texts. ● Develop skills to analyse and evaluate non-fiction extracts. ● Develop transactional writing skills for a variety of forms, purposes and audiences. ● Use spelling, punctuation and grammar accurately. Assessment overview Section A: Reading ● Short and open-response questions on two thematically linked, unseen non-fiction extracts. Section B: Writing ● Choice of two writing tasks that require an extended response from students.	Content overview ● Study a range of 20th- and 21st-century prose fiction and literary non-fiction. ● Develop skills to analyse and compare 20th- and 21st-century fiction and literary non-fiction extracts. ● Develop imaginative writing skills to engage the reader. ● Use spelling, punctuation and grammar accurately. Assessment overview Section A: Reading ● Short and open-response questions on two thematically linked, unseen fiction and literary non-fiction extracts. Section B: Writing ● Choice of two writing tasks that require an extended response from students.
Spoken language endorsement: Content overview ● Developing spoken language skills. Assessment overview ● Students must undertake a prepared spoken presentation on a specific topic in a formal setting, listen and respond to questions and feedback, and use spoken English effectively. ● There are no marks for the Spoken Language Endorsement. Students are awarded a grade (Pass, Merit or Distinction).	

GCSE English literature

Pupils will read a wide range of texts. Reading includes: a Shakespeare play, a 19th century novel, post 1914 prose fiction and a modern text and pre and post-1914 poetry. Students will be able to read a wide range of classic literature fluently and with good understanding, and make connections, read in depth, critically and evaluatively, and appreciate the depth and power of the English literary heritage. They will write accurately, effectively and analytically about their reading, using Standard English as well as acquiring and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

Paper 1: Shakespeare and Post 1914 literature	Paper 2: 19th-century Novel and Poetry since 1789
Overview of content ● Study a Shakespeare play and a post-1914 British play or novel. ● Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.	Overview of content ● Study a 19th-century novel and a poetry collection from the Pearson Poetry Anthology. ● Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.

● Develop skills to maintain a critical style and informed personal response. Overview of assessment ● Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play. ● Section B – Post-1914 British play or novel: ONE essay question. ● The total number of marks available is 80. ● Assessment duration: 1 hour and 45 minutes. ● Closed book (texts are not allowed in the examination).	● Develop skills to maintain a critical style and informed personal response. ● Develop comparison skills. Overview of assessment ● Section A – 19th-century novel: a two part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text. ● Section B – Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems. ● The total number of marks available is 80. ● Assessment duration: 2 hours and 15 minutes. ● Closed book (texts are not allowed in the examination).
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How will you be assessed?

Although your teacher will mark and assess your work throughout the course, your final grade will be awarded through examinations at the end of the two years.

GCSE English/English Language	GCSE English Literature
<u>Paper 1: Explorations in Creative Reading and Writing</u> Reading and writing exam at the end of year 11 1 hour 45 minutes 50% <u>Paper 2: Writer's Viewpoints and Perspectives</u> Reading and writing exam at the end of year 11 1 hour 45 minutes 50% <u>Non-examination Assessment: Spoken Language</u> 3 tasks set and marked by teacher separate endorsement (0% weighting of GCSE)	<u>Paper 1: Shakespeare and the 19th Century Novel</u> Written exam at the end of year 11 1 hour 45 minutes 40% <u>Paper 2: Modern Texts and Poetry</u> Written exam at the end of year 11 2 hour 15 minutes 60%

Did you know? . . .

English is a core subject in the National Curriculum.

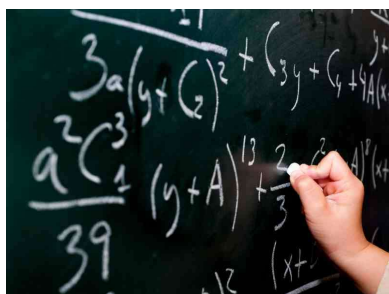
You will get two GCSEs in this subject area.

Every year, many students at St Bede's go on to study English Literature at Advanced Level.

MATHEMATICS

Counting on Success

All students must follow the course of Mathematics because it is a core subject in the National Curriculum. The course leads to one GCSE grade.



Course Content

The GCSE course focuses on using and applying mathematics in the following areas:

Number - including fractions, decimals, percentages, ratio, proportion, standard form

Algebra - including indices, surds, graphs and their gradients, solving equations, sequences

Geometry - including constructions, Pythagoras' theorem, trigonometry, circle theorems, vectors

Measures - including maps and scale drawings, conversions, bearings, compound measures

Probability - including theoretical probability, tree diagrams, Venn diagrams

Statistics - including collecting & processing data, histograms, frequency polygons

How will you be assessed?

You will be entered for examinations to suit your ability. There are two levels of examinations, Foundation and Higher.

Each level has 3 exam papers all taken at the end of year 11. One paper is non-calculator and two papers are calculator. Each paper is $1\frac{1}{2}$ hours long and worth $33\frac{1}{3}\%$.

Careers associated with this qualification

GCSE Mathematics is an important foundation for many courses and careers. Almost all jobs and careers require a Mathematics GCSE, but the following are some that use Mathematics extensively: Economics Medicine Architecture Engineering Accountancy Teaching Psychology Computing Banking Insurance Marketing Pharmacy Science Environmental Studies Business Management

Where can I get more information?

Speak to Mr Taylor, Head of Mathematics.

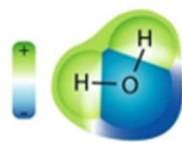
SCIENCE

Getting the Choice Right

In year 9 students undertake formal assessments throughout the year, evidence from these will be used in conjunction with prior attainment and the professional opinions of their teachers to direct the students into their KS4 course. In years 10 and 11 the Science team run two different KS4 courses. 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.



The GCSE Combined Science course is taught in five, 50 minute (5 x 50min) periods a week and leads to the award of two GCSE grades at the end of year 11. The course is assessed by 100% examination where the students will sit a total of six papers two Biology, two Chemistry and two Physics and the combined score of these two papers gives the overall double grade.



The GCSE Triple Award Science (Separate science) course has approximately 50% more material than the combined award and therefore requires more lesson time (6 x 50 minutes). Students therefore need to be invited to take triple award science. By offering a triple award course we allow the students to gain a deeper understanding and knowledge of the individual scientific subjects. **The extra units in the triple award course are also challenging** so careful consideration should be given before opting to take Triple Award Science. Indeed some students are likely to achieve lower grades on a triple award course than the combined. For future applications to Post-16 and university it is essential that due consideration by the student, parent and Science team are given before following this option. The course is assessed by 100% examination where the students will sit a total of six papers two Biology, two Chemistry and two Physics and for each subject they will achieve an overall grade resulting in 3 separate GCSEs.



The extra units in the triple award course are also challenging so careful consideration should be given before opting to take Triple Award Science. Indeed some students are likely to achieve lower grades on a triple award course than the combined. For future applications to Post-16 and university it is essential that due consideration by the student, parent and Science team are given before following this option. The course is assessed by 100% examination where the students will sit a total of six papers two Biology, two Chemistry and two Physics and for each subject they will achieve an overall grade resulting in 3 separate GCSEs.

Does my child have to do a triple award course to follow an A level Science course post-16?

The answer is no. The Science faculty will take students who meet the entry requirements for AS/A2 study from Combined or Triple Award Science. There is no reason a Combined award student cannot be as successful as a triple award student at A level.

Did You Know? Success in KS4 Science will allow you to study Biology, Chemistry or Physics at Post-16/college.

Further information is available from Mrs Hayward

CORE PHYSICAL EDUCATION

Fit for Life

Physical Education is part of the curriculum for every student in the school.

For many students, Physical Education lessons form a welcome break from the classroom and offer the opportunity to take part and enjoy a wide range of physical activities. Students are encouraged to develop their skills in both traditional and modern sports along with a healthy attitude toward exercise.

Students in Key Stage 4 are allocated one hour of core PE a week, aimed at ensuring all students are physically active. Students will have opportunities to complete structured modules in the following broad range of competitive and non-competitive activities: Athletics, Badminton, Basketball, Cheer & Dance, Dodgeball, Football, Health Related Fitness, JSLA, Rounders, Rugby, Softball, Trampolining, Yoga and Lessons will be geared towards preparing pupils for a lifelong participation in sport and fitness beyond school.



Did you know? . . .

- Health and leisure are playing an increasingly bigger role in our lives. You only need to look at what is going on in your local community to see that it is part of daily life. You will be able to find fitness classes, sports clubs, boot camps and activities for all age groups.
- Your PE lessons will give you an ideal opportunity for you to get involved and take part in both traditional sports and some that are new to you.

Further information is available from Mr S Garlinge (Head of PE)

GCSE COMPUTER SCIENCE

GCSE Computer Science (OCR) gives students the knowledge they need to be confident user of technology and be well prepared for progression to A Level.

The course offers a broad, balanced and accessible curriculum which all students can engage with. The course is challenging and will stretch more able students. If you have an interest in computing, computer programming and technological advancements then this course could be for you.



What will you be able to do?

OCR's GCSE (9–1) in Computer Science will encourage you to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

How is it assessed?

J277/01: Computer systems This component will assess: • 1.1 Systems architecture • 1.2 Memory and storage • 1.3 Computer networks, connections and protocols • 1.4 Network security • 1.5 Systems software • 1.6 Ethical, legal, cultural and environmental impacts of digital technology	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper. All questions are mandatory. This paper consists of multiple-choice questions, short response questions and extended response questions.
J277/02: Computational thinking, algorithms and programming This component will assess:	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks

• 2.1 Algorithms • 2.2 Programming fundamentals • 2.3 Producing robust programs • 2.4 Boolean logic • 2.5 Programming languages and Integrated Development Environments	This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.
Practical Programming All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.	

Future careers

This course can lead on to further study of Computer Science at A level or Level 3. The course can also lead to apprenticeship opportunities and jobs involving computer programming and IT.

Further information is available from Mr Sukumaran

GEOGRAPHY

We create our **geography**, and yet we are affected by **geography**.
Geography, it's a world thing.

The study of Geography in schools is more relevant in today's fast changing world than at any time in the past, without it we will never overcome the serious global issues that we face today - and tomorrow.

The course is taught by studying three core areas; Physical Geography, Human Geography and Local fieldwork investigation. Through these you will learn about the effect of the environment on man, the issues caused by man's use or misuse of the environment, and about the need for a sustainable approach to management.



You will also be given the opportunity to develop your problem solving and decision making skills and to carry out fieldwork outside the classroom, developing further skills in data collection, presentation, analysis, producing conclusions and suggesting solutions. These skills are not only useful in Geography but also in other subjects and are in demand in the world of work.

How will you be assessed?

Component 1: Changing physical and Human Landscapes 35% of your final grade

Core themes	1. Landscapes and physical processes 2. Rural –urban Links
Options	1. Tectonic landscapes 2. Coastal Hazards and their Management

Component 2: Environment and Development Issues 35% of your final grade

Core themes	1. Weather, climate and Ecosystems 2. Development and Resource Issues
Options	1. Social development Issues 2. Environmental Changes

Component 3 Applied fieldwork examination 30% of your final grade

You will be expected to undertake two fieldwork enquiries in two contrasting environments which

Did you know? . . .

Geography is a useful subject for a wide range of careers such as Politics, Business and Management, Environmental Health, Civil Engineer, Marketing, Public Relations and more... Geography develops a range of thinking skills that can be applied to a range of jobs; so don't just think if you take Geography you will have to study volcanoes for the rest of your life!

Further information is available from Mrs Martin, Head of Geography

HISTORY

Studying History at GCSE offers students the chance to explore and understand significant events, ideas, and people that have shaped the world we live in today. Through the **AQA History** course, you will gain a deep understanding of key historical periods such as the **Inter-War Years (1919-1939), the USA from 1920 to 1973, Britain, Health and the People, and Elizabethan England.**

History helps you develop important skills, such as critical thinking, research, and analysis, which are valuable for a wide range of careers. It encourages you to evaluate different perspectives and consider the causes and consequences of historical events, enhancing your ability to make informed decisions. The course also helps you connect the past with the present, showing how historical issues continue to influence modern society. History at GCSE is a demanding course, with a lot of content covered, so you will be expected to revise regularly if you want to succeed. History is a highly respected academic subject. Employers and Universities recognise GCSE History as developing transferrable skills like analysis, independence, explanation and dedication – skills which are relevant to most professions and your future education.

By studying History, you will not only learn about past events, but also gain a broader understanding of human experience, culture, and change. It's a subject that fosters curiosity, debate, and a deeper understanding of the world around you, making it a rewarding and valuable choice for your future.

How will I be assessed?

You will sit **2 exams** at the end of Year 11.

The course is made up of four units, with 2 units sat in each Paper. Paper 1 and Paper 2 are each worth 50% which last for **2 hours each**.

Year 10 Paper 1

- A USA 20's 'The Boom'
- A USA 30's 'The Bust and New Deal'
- A USA post-war society and culture
- B Treaty of Versailles
- B League of Nations
- B Hitler's Foreign Policy

Year 11 Paper 2

- A Medicine Standing Still
- A The beginnings of Change
- A A revolution in medicine
- A Modern medicine
- B Elizabethan England Politics and Parliament
- B Elizabethan England Living standards and Fashions
- B Elizabethan England Conflict and Religion
- B Elizabethan England Historic Environment



Year 10 – Treaty of Versailles

What did the nations of the World want after WWI?

Why did Germany feel so harshly treated by the rest of the world?



Year 10 - International Relations

Why did WWII not start earlier?

What lessons do we need to take from this period of History for our future?



Year 10-Hitler's foreign Policy

Why did Hitler want war?

Why was Hitler so aggressive? Why did nobody stop him?



Year 10 – USA 1920s

Why were the 20s roaring?

Why does money change people? Who benefitted from America's prosperity?



Year 10 – USA 1930s

How did the Depression affect America?

How did President Roosevelt's New Deal affect America?



Year 10 – USA post-war

Why was there such a conflict to gain Civil rights for African-Americans?

How did the 'Great Society' programme affect ordinary Americans?

**Further information is available from Mrs Ahmed, Head of History
(or Mr Johnson & Miss Jackson)**

MODERN FOREIGN LANGUAGES - SPANISH

Committed to a GCSE in life skills...

Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life skill, like being able to drive a car, and it is a skill highly valued by employers.

Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative. In addition, languages are very sociable. If you enjoy being with people and communicating with them, the chances are you'll enjoy being able to do this in a foreign language too.

Today there is a global market for jobs. It is not necessary to be fluent to degree level in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

How will you be assessed?

GCSE Spanish consists of four units: LISTENING, SPEAKING, READING and WRITING each worth 25% in the final exams in May of Year 11.

- Listening and Reading: tiered into Foundation or Higher testing your skills in understanding and responding to different kinds of language. Timings: Foundation = 35 minutes; Higher = 45 minutes.
- Speaking exam: you will be asked to complete a roleplay, describe a photocard and have a general conversation
- Writing exam: you will be asked to translate a short piece and complete a series of writing tasks from sentences to a short paragraph of 90-150 words.

Further education

The range of combined degrees and further education courses involving a language is limitless – from Accountancy with Russian to Theatre Studies with Italian. Many colleges and universities even offer funding for students to continue or extend their language knowledge by travelling or working abroad during the holidays.

Job opportunities

Marketing manager	Recruitment consultant	Teacher
Interpreter and Translator	Financial Controller	Politician
Personal Assistant	Video games tester	Press officer
Journalist	Speech therapist	Tour Guide
Humanitarian	Copy Writer	Diplomat
Researcher	Doctor	Nurse

Further information is available from Miss Garcia, Head of Spanish

GCSE DESIGN AND TECHNOLOGY

GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. You will also get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This GCSE allows you to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. You will also have the opportunity to study specialist technical principles in greater depth.

This new course allows you to develop a holistic view of Design and Technology with also giving you the opportunity to specialise in one or more material areas; these are

- Papers and boards
- Timber based materials
- Metal based materials
- Polymers (plastics).
- Textile based materials.
- Electronic and mechanical systems.

What is the course structure?

Year 10: Study of the Core Technical, Specialist Technical and Design and making principles. Written examination prep. Begin the Non-exam Assessment project where you will design and manufacture a product of your own choice to meet the available contexts.

Year 11: Complete Non-exam Assessment (NEA) project & prepare for written exam paper.

The NEA project is worth **50%** of the final mark, a broad outline of contexts is set by the exam board (AQA).

The written exam paper is worth **50%** of the final mark, it is a non-tiered exam paper & all the questions are to be answered.

Students choose one NEA context to carry out their Design and Make project using a range of materials. Design contexts to choose from for the Controlled Assessment are set by the exam board in June of year 10 and will be assessed on the following:

- Identifying and investigating design possibilities.
- Producing a design brief and specification.
- Generating design ideas.
- Developing design ideas.
- Realising design ideas.
- Analysing & evaluating.

Further information is available from Mrs Robson or Miss Smith

ART & DESIGN



Why study GCSE art?

This course is designed to offer students the widest possible experience and choice in every aspect of Art and Design. Our facilities provide students at all key stages with the opportunity to explore conventional practice in drawing and painting with three-dimensional studies; integrating some lens-based media, printmaking, and creative textiles. Students thoroughly investigate and experiment with their artistic skills to find their creative strengths. Eventually, they present a final, individual response at KS4 and KS5 in the form of a portfolio of work.

How will you be assessed?

Students are assessed in two ways:
In the Spring term of Year 11 carry out an externally set task culminating in a **10-hour exam** which takes place over 2 days. This external examination is worth 40% of their final marks, with the AQA Exam Board. At the beginning of the summer term, the best coursework assignments are mounted and marked. This work is worth 60% of the final marks. The final grade is reached when the work is exhibited, and the two marks are combined.

CAREERS IN ART

- Professional Artist
- Illustrator
- Photographer
- Animator
- Graphic Designer
- Curator
- Printmaker
- Teacher
- Lecturer

Example Work

Y10 Edo Japanese Project
Y11 Portraiture Project



DID YOU KNOW?... ART AND DESIGN

- Is a chance for you to develop your Art skills.
- Is creative and stimulating and develops independent thinking skills.
- Is a chance to try new craft areas.
- Is a chance to specialise in one area that you are strong in and provides an excellent foundation if you are looking for a career in Art and Design.

Further information is available from Mrs Anwar (Head of Visual Arts)

PHOTOGRAPHY



Why study GCSE photography?

Choosing Photography at GCSE gives students far more than the ability to take a good picture. It encourages them to look at the world with curiosity, creativity, and confidence. For many young people, it becomes a space where they can express themselves in ways that traditional subjects don't always allow.

Develops technical skills Students learn how to use cameras, lighting, editing software, and composition techniques. These are practical, modern skills that can open doors to creative industries.

How will you be assessed?

Students are assessed in two ways:
In the Spring term of Year 11 carry out an externally set task culminating in a **10-hour exam** which takes place over 2 days. This external examination is worth 40% of their final marks, with the AQA Exam Board. At the beginning of the summer term, the best coursework assignments are mounted and marked. This work is worth 60% of the final marks. The final grade is reached when the work is exhibited, and the two marks are combined.

CAREERS IN ART

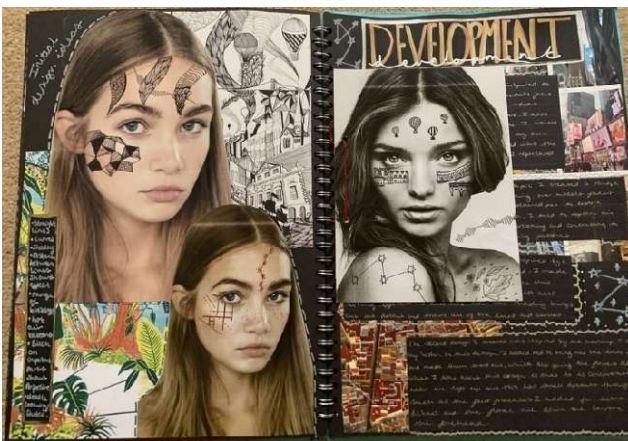
Freelance
Photographer
Videographer
Studio
Photographer
Medical
Photographer

Y10

- Exploring the camera through the formal elements
- Exploring Artists

Y11 Portraiture Project, Exam Project

Example Work



Further information is available from
Mrs Anwar (Head of Visual Arts)

DID YOU KNOW?... PHOTOGRAPHY

- **You don't need expensive equipment to succeed**

AQA allows students to use school cameras, phones, or digital devices. What matters most is creativity, experimentation, and thoughtful development of ideas.

- **Students learn how to present a professional portfolio**

AQA requires work to be organised, annotated, and presented clearly. This mirrors real-world creative practice and helps students build confidence in showcasing their ideas.

- 25% of marks are awarded for writing skills about your photography journeys.

GCSE BUSINESS STUDIES



Why choose Eduqas GCSE Business?

By studying Eduqas GCSE Business, the specification introduces you to the business world, giving you the skills to develop as commercially minded and enterprising individuals.

You will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local to a global perspective.

How will you be assessed?

Component 1: Business Dynamics will be assessed through a written examination	
• 2 hours • 62.5% of qualification • 100 Marks	A mix of short answer and structured questions based on stimulus material covering all of the specification content.
Component 2: Business Considerations will be assessed through a written examination	
• 1 hour 30 minutes • 37.5% of qualification • 60 Marks	Data response questions covering the whole specification content

Future Careers and pathways

Students completing this course may decide to progress to Business Studies A level or A BTEC National in Business.

Careers that may be of interest for those undertaking business qualifications are:
Finance, Marketing, Human resources, Business management.

Further information is available from Mrs Robinson

GCSE MUSIC



“Music can change the world because it can change people.” – Bono

“Where words fail, music speaks.” – Hans Christian Andersen

Music at GCSE allows you to be creative and expressive whilst also studying the key elements that make up any piece of music.



This course will expose you to interesting areas of study including Musical Forms and Devices, Music for Ensembles, Film and Popular Music. You will study two set works. One short classical piece and one popular song. You will have opportunities to perform on a regular basis and develop your compositional voice.

You will need to be determined and resilient; willing to adapt and develop ideas; work with perseverance on tasks over an extended time frame. You will need to work independently on your own musicianship. You will be expected to join in extra-curricular enrichment activities on a weekly basis.

To take this course you MUST already be able to play an instrument (to at least grade 3 standard) or be a competent singer; having instrumental/vocal lessons (preferably in-school with the Durham Music Service) and be committed to continue having lessons until the end of the course.

How will you be assessed?

The EDUQAS GCSE Music course is split into 3 Areas – Performance (30%), Composition (30%) and Listening and Appraising (40%).



You will record a minimum of two pieces of music, lasting a total of four minutes. One piece must be an ensemble lasting at least one minute. One piece must be linked to an Area of Study. Your performances will be recorded during Year 11. You will be expected to take part in school concerts, assemblies and liturgies either performing as a soloist or as a member of an ensemble.



After developing your compositional skills during the early part of the course you will then complete two compositions – one a free composition and one composed to a set brief.

To aid you in the compositional process you will use the Sibelius – a professional music industry standard software package.



During the course you will be given plenty of opportunities to develop and hone your understanding of musical terminology and vocabulary. You will listen to a range of music from a wide variety of styles and genres. You will study 2 set works - ***Badinerie*** by J.S.Bach and ***Africa*** released by Toto in 1982. The Listening and Appraising part of the course is assessed during a 1 hour 15 minute listening exam.

Music

- benefits learning by activating all areas of the brain: auditory (sound processing); motor (rhythm processing); and limbic (emotions)
- will provide transferable skills including independent learning; team working; performance and presentation skills; confidence and self-esteem; enables young people to think differently and harness the power of their imagination.
- employers and universities see creative subjects as assets.

BTEC HEALTH & SOCIAL CARE

What Kind of Course is it?

BTEC Level 1/Level 2 Tech Award Health and Social Care, which consists of **three components**. Learners can achieve Pass, Merit, Distinction or Distinction* grades, so this course is designed to meet the needs of a wide range of students.

Other Information.

The Health and Social Care course also contributes to the development of a student's confidence, independent study skills along with presentational, literacy and numeracy skills. The course has been designed to allow students to draw on knowledge and skills gained from GCSE subjects such as Math, English and Biology to name just a few.

Other ways you will develop:

- ❖ Learn through investigation
- ❖ Research occupations that you may be interested in
- ❖ Learn about the world you live in

The Future.

Health and Social Care is one of the fastest growing sectors in the UK with demand from both health and social care employees continuously rising. Approximately 3 million people are currently employed in this sector and in 2019, it was estimated that by 2035 approx. 2.17 million health and social care job vacancies will need to be filled. In 2020, health was the largest employment sector in the North East of England.

With this course, you can progress into our Sixth Form or a College where you can study a BTEC Level 3 in Health and Social Care. We are offering both the Extended Certificate, which is the equivalent to one A Level, and the Diploma, which is the equivalent to two A Level's. Some people may wish to enter employment at a junior or higher level through 'Apprenticeships' within the Health Care sector via the NHS or the National Apprenticeship Scheme.

Structure of the course.

Component 1: Students will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

Pearson Set Assignment 30%

Component 2: Students will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Pearson Set Assignment 30%

Component 3: Students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations and actions to improve health and wellbeing.

External Assessment - exam conditions (2 hours) 40%

For more information contact Mrs Robinson

BTEC LEVEL 2 FIRST AWARD IN SPORT

What Kind of Course is it?

BTEC Level 1/Level 2 Tech Award Sport, which consists of **three components**. Learners can achieve Pass, Merit, Distinction or Distinction* grades, so this course is designed to meet the needs of a wide range of students.

Other Information.

The SPORT course also contributes to the development of a student's confidence, independent study skills along with presentational, literacy and numeracy skills.

The course has been designed to allow students to draw on knowledge and skills gained from GCSE subjects such as Math, English and Biology to name just a few.

Other ways you will develop:

- ❖ Learn through investigation
- ❖ Research occupations that you may be interested in
- ❖ Learn about the world you live in

BTEC sport is a course designed to develop knowledge of a wide range of skills and understanding of sport. It is not a course that is very practically based but develops your understanding of performance, leading to an ability to improve your own or others' performance. The course will develop your understanding of fitness and leading to improvements in health.

A strong sporting background is essential, as is a commitment to work hard and meet set deadlines for coursework.

Structure of the course.

Component 1 : Students will explore types and provision of sport and physical activity for different participants. They will examine clothing, equipment and technology required for sport and physical activity. Finally, students will be able to prepare participants to take part in sport and physical activity in a warm-up.

Pearson Set Assignment 30%

Component 2 : Students will Understand how different components of fitness are used in different physical activities. They should be able to participate in sport and understand the roles and responsibilities of officials. Finally, demonstrate ways to improve participants sporting techniques.

Pearson Set Assignment 30%

Component 3 : Students should demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improve fitness in sport and exercise.

They should also demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

Pupils must Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

Finally, they must make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

External Assessment - exam conditions (2 hours) 40%

For more information please contact Mr Garlinge / Mr Wilson

BTEC DIGITAL INFORMATION TECHNOLOGY



What will you study?

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for students who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.

The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. You will develop your IT skills by completing assessments based on vocational contexts e.g. developing a touch screen map for a theme park or farm park by considering the audience and accessibility.

What does the course cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- 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
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

This Tech Award complements the learning in GCSE programmes such as GCSE Computer Science. It is an introduction to the application of project planning techniques to plan, design and develop a user interface, how to collect, present and interpret data and the use of digital systems.

Further information is available from Mr Sukumaran

HOSPITALITY AND CATERING

Qualification:

WJEC Level 1/2 Vocational Award in Hospitality & Catering (Technical Award)

What Is This Course?

A practical and engaging qualification for pupils who enjoy cooking, working creatively, and learning about the hospitality industry. It develops real-life skills that can lead to careers in food, catering, and customer-focused industries.

What Will You Learn?

Unit 1 – The Hospitality & Catering Industry

- Different types of hospitality businesses
- Job roles and career pathways
- Health & safety and food safety
- How businesses meet customer needs

Unit 2 – Hospitality & Catering in Action

- Practical cooking skills
- Planning and preparing dishes
- Nutrition and menu planning
- Presenting food to industry standards

How Are You Assessed?

- **Unit 1: External Written Exam – 40%**
- **Unit 2: Internal Practical Assessment – 60%**
 - Plan, prepare, cook and present two dishes
 - Written coursework linked to practical work

Why Choose This Course?

- ☒ Lots of practical cooking
- ☒ Develop life-long food skills
- ☒ Learn about nutrition and food safety
- ☒ Build confidence, teamwork and organisation
- ☒ Great foundation for hospitality careers or further study

Progression & Careers

This qualification can lead to:

- Catering & professional chef roles
- Front-of-house/customer service
- Events planning
- Hotel or restaurant management
- Food science/nutrition pathways
- Level 3 courses or apprenticeships



Level 1/2 Vocational Award in

HOSPITALITY & CATERING
(Technical Award)

NOTES