

## Key Stage 4 Curriculum & Options Booklet

2025 - 2027

St Cecilia's  
R. C. High School



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# Welcome



Dear Pupil and Parent/Carer

The Government's National Curriculum states that young people should study a deep and rich curriculum up until the age of sixteen. English and Maths are compulsory up to the age of eighteen if a grade 4 has not been achieved by the end of Year 11. At St Cecilia's we fully support the principle of a deep and rich curriculum, whilst applauding the fact that there is more flexibility with the curriculum than in previous years.

This booklet is designed to help you prepare to make important decisions about your future. Please read this booklet carefully and discuss its contents at home and at school with your teachers.

The Options page on our school website is also useful.

All staff will give you as much support and advice as possible to help you make an informed choice. Please feel free to email the Curriculum Leader (CL) of each subject for further information if required.

You will notice that some subjects are compulsory, but in other areas you are able to make a choice.



## **What are the choices?**

During their first three years of secondary education (Years 7, 8 and 9) pupils at St Cecilia's are introduced to a wide range of subjects and skills which lay the foundation for the more detailed study which is necessary in order to prepare pupils for external examinations at the end of Year 11. Towards the end of Year 9 pupils are given the opportunity to choose, within certain compulsory groupings, the subjects they would wish to study at greater depth.

## **Why do pupils have to choose at such an early age?**

Courses leading to GCSE examinations usually take two years to complete, so they must be started at the beginning of Year 10.

## **Is the choice of subjects totally free?**

No. Subject choice is made at such an early stage in the education process that it is necessary to ensure that the range of subjects chosen provides an acceptable curriculum which will leave open every possible avenue of progression beyond St Cecilia's at the end of Year 11.

Year 9 pupils' minds are rarely made up about their careers and it would be wrong to close off to them any avenues of progression, by making a narrow or unbalanced subject choice. Choices must be made within certain constraints and meet existing National Curriculum and school requirements.

Religious Studies, English (Language and Literature), Mathematics, Science and Physical Education are compulsory for all pupils. These are known as the core subjects. PE is also offered as a GCSE and Cambridge National option.

Once the statutory requirements have been met, three more subjects can be chosen which will allow for a small degree of specialisation.

Within this system most pupils will study nine subjects to examination level: English Language, English Literature and Science which is a dual award and therefore also counts as two subjects. With the addition of RE, Mathematics, and three other subjects an excellent balance will have been achieved and all avenues of progression out of St Cecilia's will have been left open.

For some pupils with special educational needs a reduced number of examination courses are more suitable and we are able to offer a pathway which includes a combination of GCSE courses and additional support for learning. These individual learning pathways can be tailored to the needs, interests and aspirations of individual pupils.

## **Are there any other restrictions to the choice of subjects?**

Yes. Subject teachers, taking account of assessments, etc., may recommend that a particular course or combination of courses will be the most suitable for a pupil to follow.



## **What is the English Baccalaureate?**

A development that may affect option choices at Key Stage 4 is the English Baccalaureate. The Government believes that schools should offer pupils a broad range of academic subjects to age 16, and the English Baccalaureate (EBacc) is not a new qualification in itself. It will recognise students' achievements across a core of selected academic subjects in getting good passes in rigorous GCSEs. The English Baccalaureate will cover achievement in English, Mathematics, Sciences (including Computing), a language and a humanities subject (Geography or History). As a school we are measured on the number of pupils who have one of the EBacc subjects in their GCSE choice.

## **Progress and Attainment 8**

Another measurement the Government has is Progress and Attainment 8. In short, the key measurement for schools will not be the number of pupils who get five GCSEs including English and Maths, but the number who do well in a group of eight subjects. The eight subjects must include: English, Maths, two sciences (e.g. Double Award) plus one of the EBacc subjects i.e. Computer Science, Geography, History, Modern Foreign Languages.

## **Is help and advice available to pupils and parents?**

Yes. Pupils in Year 9 are gradually being brought to an awareness of the need to make proper choices and time during PSHE workshops and form tutorials have been devoted to this issue before final decisions need to be made. You are invited to contact Mr Nelson (Deputy Headteacher) or Curriculum Leaders at school through email to discuss any aspect of this process.

## **How important is regular attendance?**

All subjects demand a commitment of time and effort. The next few pages of this booklet include brief descriptions from subject teachers about their subjects. It must be stressed that all subjects at GCSE are demanding and that there are no easy options.

Consequently, regular attendance, punctuality, consistent application and homework completed promptly and carefully are essential. School work should take priority over such things as youth clubs, sport or part-time work. If homework is done as soon as possible after returning home, it is out of the way and your child can relax. Pupils in Year 10 and 11 have their work rigorously monitored. Pupils not achieving acceptable standards of work will be asked to explain why and given targets to improve. You, as parents, will be regularly informed as to your child's progress. Your support and encouragement will also have a vital part to play in your child's success.



We hope that all our pupils will do themselves justice by working with enthusiasm and determination over the next two years. It is very important that the final choice of subjects is a wise one. Throughout this booklet we have tried to discuss all the different factors that should be considered. Some pupils already know which career they wish to follow and find that its requirements coincide with the subjects that they both enjoy the most and at which they are progressing very well. However, some will change their minds and many, at the moment, do not know which career they wish to follow. Therefore, it is extremely important that the choice of subjects is well balanced and broadly based, so 'leaving as many doors open as possible' and providing a good general education upon which so many careers and courses depend.

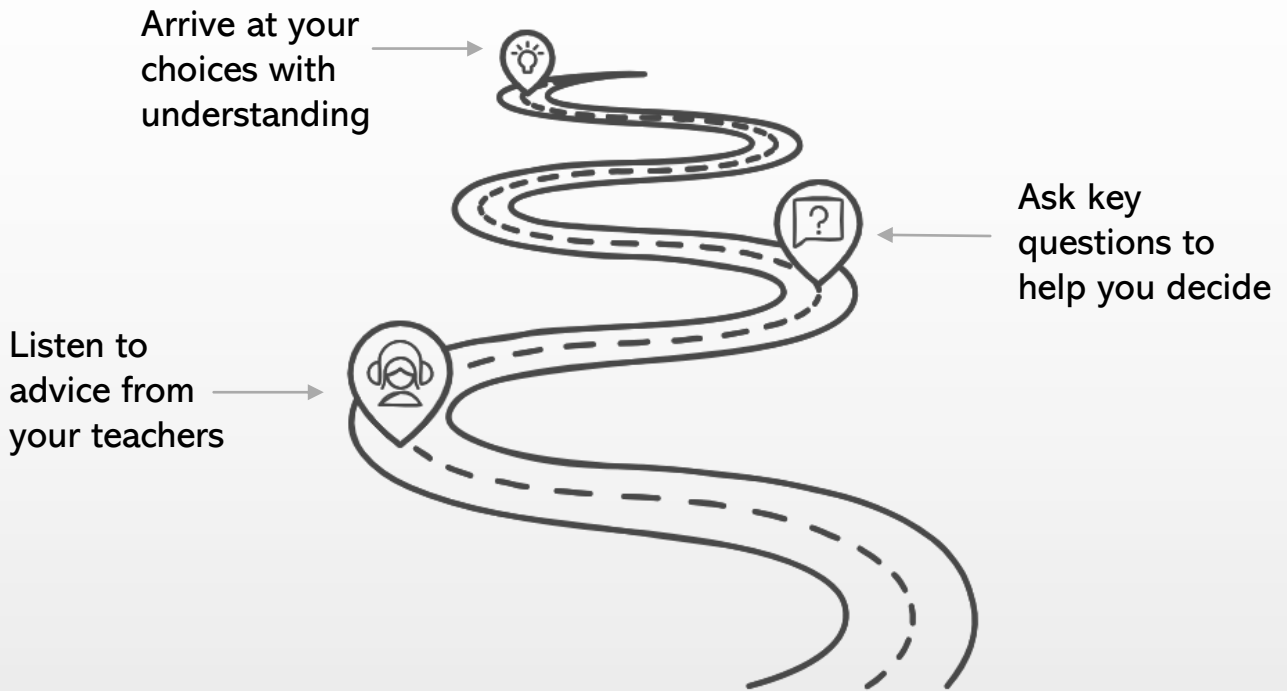
Subject availability will be determined by pupil demand and teacher availability. We will of course advise parents if the situation arises where a subject needs to be withdrawn.

Mrs H Hall  
Headteacher

# Key Dates



<b>9<sup>th</sup> January 2025</b>	Options Booklet out to Parents/Pupils
<b>16<sup>th</sup> January 2025</b>	Year 9 Parents' Evening
<b>24<sup>th</sup> January 2025</b>	Final date for return of pupils' option choices to school
<b>Summer Term 2025</b>	Pupils' option choices finalised
<b>September 2025</b>	Start of Year 10 courses
<b>May/June 2026</b>	Year 10 internal examinations
<b>November/December 2026</b>	Year 11 practice examinations 'Mocks'
<b>January 2027</b>	Exam entries completed
<b>May/June 2027</b>	Final examinations



Remember that you are unique	No one else is likely to have exactly the same abilities and interest as you .
Do not choose a subject just because you like the teacher	Teachers change. Your favourite teacher may not be teaching you next year.
Listen to what your teachers tell you about what the subjects will be like in year 10	If you want to know more, ask questions. Your teachers are very pleased to help.
Ask advice from your parents	They will want to be involved in your choice. Sit down with them and tell them what you would like to do.
Talk to pupils who are now in year 10	They can tell you about their subjects and what you need to do in them.
Find out if there are particular qualifications you need	Making the right moves takes time – so start now.



# Core Subjects

- English Language
- English Literature
- Mathematics
- Religious Studies
- Science (Combined / Separate)



# English Language



**LEVEL:** GCSE

**BOARD:** WJEC/EDUQAS

## SUMMARY OF ASSESSMENT

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

Written examination: 1 hour and 45 minutes 40% of qualification

#### Section A (20%) — Reading

Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

#### Section B (20%) — Prose Writing

One creative writing task selected from a choice of four titles.

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

Reading and Transactional/Persuasive Writing

Written examination: 2 hours 60% of qualification

#### Section A (30%) — Reading

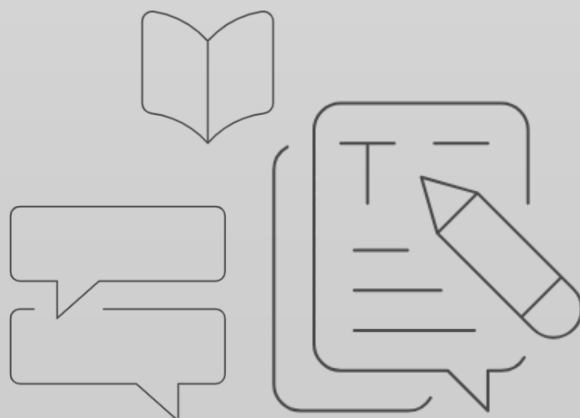
Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

#### Section B (30%) — Writing

Two compulsory transactional/persuasive writing tasks

One presentation/speech, including responses to questions and feedback.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.



# English Literature



**LEVEL:** GCSE

**BOARD:** WJEC/EDUQAS

## SUMMARY OF ASSESSMENT

### Component 1: Shakespeare and Poetry

Written examination: 2 hours 40% of qualification

#### Section A (20%) Shakespeare: **Macbeth**

*One extract question and one essay question based on the reading of this Shakespeare text from the prescribed list.*

*Learners are not permitted to take copies of the set texts into the examination.*

#### •Section B (20%) Poetry from 1789 to the present day

Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

*Learners are not permitted to take a copy of the anthology into the examination.*

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

Written examination: 2 hours and 30 minutes 60% of qualification

#### Section A (20%) Post-1914 Prose/Drama: **An Inspector Calls** (Priestley);

*Learners are not permitted to take copies of the set texts into the examination.*

#### Section B (20%) 19<sup>th</sup> Century Prose: **A Christmas Carol** (Dickens);

*One source-based question on a 19<sup>th</sup> century prose text from the above prescribed list*

*Learners are not permitted to take copies of the set texts into the examination.*

#### Section C (20%) Unseen Poetry from the 20<sup>th</sup>/21<sup>st</sup> Century

Two questions on unseen poems, one of which involves comparison.



# Mathematics



**LEVEL:** GCSE

**BOARD:** AQA

## COURSE SUMMARY

There are three assessment objectives:

AO1: Recall and use knowledge of Mathematics 45-55%

AO2: Select and apply mathematical methods in a range of contexts 25-35%

AO3: Interpret and analyse problems and generate strategies to solve them 15-25%

## ASSESSMENT

This is a linear course assessed by 3 written papers at the end of Year 11.

Each paper will last 1 hour and 30 minutes.

Each paper contains 80 marks.

Paper 1 is non-calculator and papers 2 and 3 are calculator.

Each paper contributes equally to their overall grade.

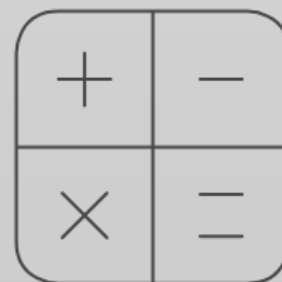
There are two tiers of entry: Foundation tier (grades 1-5) and Higher tier (grades 4-9).

Below shows a guide to the exam content. Questions will be a mixture of styles from short questions to multi-step problems.

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability	15	15

**EQUIPMENT:** All pupils will need for their GCSE lessons and examination -

- Pen
- Compass
- Pencil
- Scientific calculator
- Rubber
- Ruler
- Protractor



# Religious Studies



**LEVEL:** GCSE

**BOARD:** EDEXCEL

## **COURSE SUMMARY**

Pupils will follow the Edexcel Course in Religious Studies at GCSE level.

Pupils will study:

### **1. Catholic Christianity 50% Exam 1 hour 45 mins**

- Beliefs and teachings
- Practices
- Sources of wisdom and authority
- Forms of expression and ways of life

### **2. Judaism 25% exam 50 mins**

- Beliefs and teachings
- Practices

### **3. Philosophy and ethics 25% 50 mins**

- Arguments for the existence of God
- Religious teachings in relationships and families in the 21<sup>st</sup> century

There is a written examination for each section. There will be one tier of assessment in the examination paper i.e. NO higher/foundation papers. The full range of GCSE grades 9-1 will be available on the new single tier exams.

**NO COURSEWORK, 100% written exams at the end of Year 11**



# Science: Combined - Trilogy



**LEVEL:** GCSE

**BOARD:** AQA

## **COURSE SUMMARY**

This two-year course leads to a double award GCSE. All students, after examinations in their final year, are awarded two GCSE grades in Science. A single GCSE Science is no longer available.

Pupils will be taught; Biology, Chemistry and Physics throughout Year 10 and Year 11. There are also sixteen required practical tasks that must be completed during lessons, but these will not be assessed outside of the examinations.

## **EXAMS**

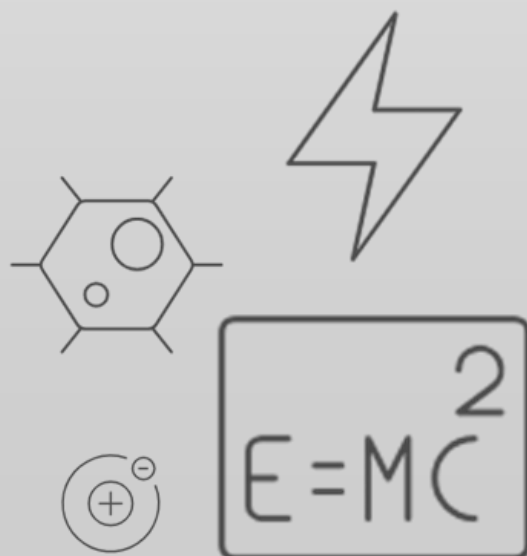
These will be completed at the end of Year 11.

Six exam papers: two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: all the papers are 1 hour 15 mins

Tiers: Foundation and Higher

Weighting: the papers are equally weighted. Each is worth 16.7% of the combined grade and have 70 marks



# Science: Separate



**LEVEL:** GCSE

**BOARD:** AQA

## **COURSE SUMMARY**

As the material for the three GCSEs needs to be delivered in the same curriculum time as the combined science, this is a fast-paced course and will only be offered to pupils who demonstrate a willingness to succeed in this challenging environment.

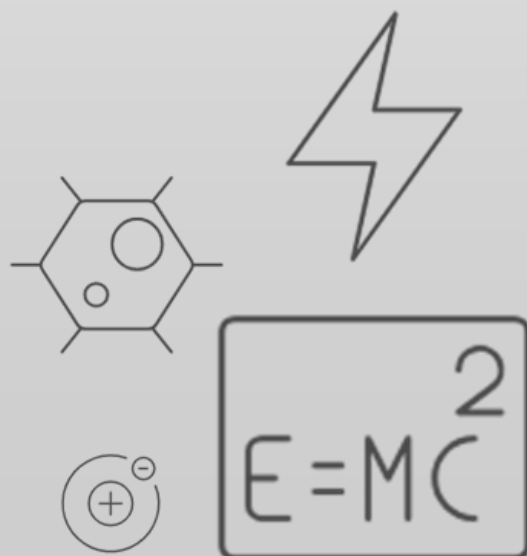
## **EXAMS:**

These will be completed at the end of Year 11.

Six exam papers: two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: all the papers are 1 hour 45 minutes.

Weighting: the papers are equally weighted. Each subject paper is worth 50% of one GCSE grade and has 100 marks available.



# Option Subjects

- Art and Design
- Computer Science
- Cambridge National Creative iMedia
- Design and Technology
- Food Preparation and Nutrition
- Geography
- History
- Spanish
- Music
- Physical Education
- Cambridge National Sport Studies





# Art and Design



**LEVEL: GCSE**

**BOARD: AQA**

## **COURSE SUMMARY**

Through studying GCSE Art and Design, we aim to instil a lifelong passion for learning and creativity in all pupils. Students will complete work in a broad range of materials and in response to a range of artists; allowing each student to find their own talents and interests before exploring those in more depth. The course starts with teacher-led workshops in Year 10 and work becomes increasingly independent as the course progresses.

### **Unit 1: Portfolio of work (Coursework) 60% of overall GCSE**

All work completed through Year 10 and first half of Year 11.

- Produce creative work in response to a set theme exploring their ideas and recording them through a range of different materials, processes and techniques, including drawing, painting, sculpture, print and other Art, Design and Craft techniques.
- Look at the skills, techniques and intentions behind the work of artists, using this knowledge to then inform their own work.
- Produce original outcomes based on the ideas and techniques that have been explored in each theme. Taking the ideas that interest the student, the techniques they feel best convey those ideas and refining these to produce meaningful works of art.

### **Unit 2: Externally set task (exam) 40% of overall GCSE**

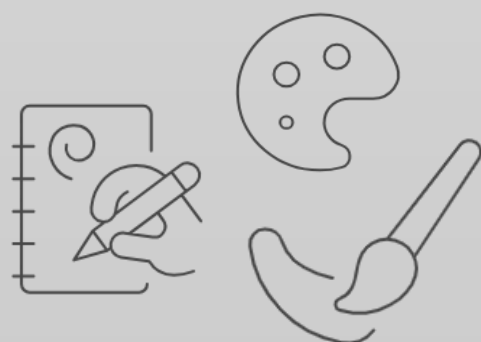
Select one theme from the externally set exam paper (released January of Year 11).

- Over the duration of around 10 weeks, produce creative work, exploring, developing and refining their ideas, relative to their selected exam theme.
- Produce an unaided final piece, over a ten-hour period, informed by their preparatory work.
- The exam is worth 25% of the grade for this project – with the other 75% being given for the preparatory work.

### **Equipment**

**Pupils are asked to purchase to following items via the Art department at the start of Year 10:**

A2 portfolio and set of watercolour paints. All other Art equipment will be provided, although pupils are encouraged to invest in their own artistic materials as the course progresses.



# Computer Science



**LEVEL:** GCSE

**BOARD:** OCR

## COURSE SUMMARY

Computers are a part of everyday life and technology is essential to our lives. Almost every task or activity that you carry out involves computers and technology. Therefore, understanding how computers work and being able to use them creatively gives you the power to affect the world around you in positive ways. This is why we study Computer Science.

## GCSE COMPUTER SCIENCE

We will be offering a Computer Science GCSE awarded by OCR. In this GCSE pupils will look at the main principles of Computer Science and computer programming as shown below.

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology
- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

## ASSESSMENT

Pupils will sit 2 written exam papers in Year 11. Both written exam papers together make up **100% of the GCSE course**. Each exam lasts **1 hour 30 minutes**.

**Paper 1** will test pupils on **Computer Systems** - Introduces students to the central processing unit (CPU), computer memory and storage, data representation, , wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

**Paper 2** will test pupils on **Computational Thinking, Programming and Algorithms** - Students develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

### Programming

All students will have the opportunity over the 2-year course to develop their skills in designing a program, writing a program, testing a program and refining a program. Pupils will complete a programming project in class. This will help prepare pupils for their Paper 2 exam as the skills and understanding they will develop will be tested on in this paper. **The project does not count towards a candidate's final grade but is a requirement of the course**



**LEVEL:** Cambridge National

**BOARD:** OCR

## **COURSE SUMMARY**

Cambridge National in Creative iMedia will inspire and equip pupils with the confidence to use skills that are relevant to the digital media sector and the wider industry. Pupils will develop practical skills that can be applied in real-life situations and they will be encouraged to think creatively, innovatively, logically and critically.

The course is a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements. The structure of the course is:

- 2 Non-Examined Units (NEA). The NEA projects are completed in class. This makes up 60% of their final grade.
- A written exam which is completed in the summer of Year 11. This makes up 40% of their final grade.

### **Examined Unit – Creative iMedia in the media industry**

This unit will enable pupils to investigate and learn about the different sectors, job roles, products that are involved in the creative media industry. It will provide pupils with the opportunity to see how businesses in the media industry operate and the skills and knowledge developed will be used in their projects completed in the other units. This unit will be assessed by an exam in Year 11 which will last 1 hour 30 minutes.

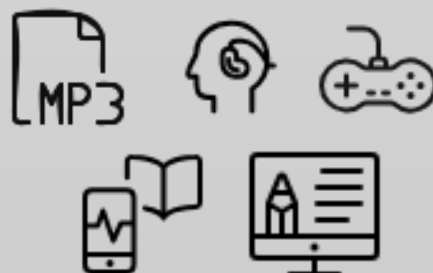
### **NEA Unit 1 - Visual identity and digital graphics**

Identity is an important part of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. This unit will give pupils opportunities to develop a visual identity and create original digital graphics that engage a target audience and pass on the message of the brand. The unit will be assessed through a project produced for a scenario set by the exam board. This will be submitted at the end of Year 10.

### **NEA Unit 2 - Optional Unit (chosen from the list below)**

This unit will be assessed through a project produced for a scenario set by the exam board. This will be submitted in Year 11. The units that could be chosen are:

- Characters and comics
- Animation with audio
- Interactive digital media
- Visual imaging
- Digital games



# Design and Technology



**LEVEL:** GCSE

**BOARD:** AQA

## **COURSE SUMMARY**

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

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

## **Unit 1 – Externally Assessed**

What's assessed?

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

## **How it's assessed**

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

## **Unit 2 – Internally Assessment (Non-exam Assessed)**

What's assessed?

Practical application of:

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

## **How it's assessed**

- Non-exam assessment (NEA): 30–35 hours
- 100 marks
- 50% of GCSE
- Students will produce a working prototype and a portfolio of evidence (max 20 pages)
- Work will be marked by teachers and moderated by AQA

## **The Coursework project:**

It is a substantial design and make task which should result in a working prototype and a portfolio of evidence which is no more than 20 pages. Building and developing skills learned in Y10. Work will be marked by teachers and moderated by the exam board.



# Food Preparation and Nutrition



**LEVEL: GCSE**

**BOARD: WJEC/EDUQAS**

**ASSESSMENT:**

Practical assessment 50% Exam 50%

**Component 1- Principles of Food Preparation and Nutrition - 50%**

Written examination: 1 hour 45 minutes

Areas of content:

- Food commodities
- Principle of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

**Component 2- Food preparation and Nutrition in Action - 50%**

Two practical assessments undertaken in Year 11.

**Assessment 1: The Food Science Investigation Assessment - 15%**

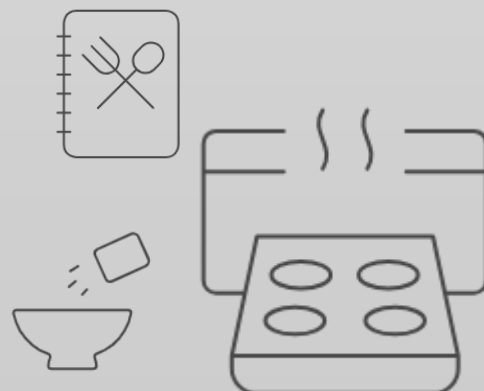
Students will devise practical tests to show the working characteristics of ingredients in answer to a task set by the exam board

- Research and plan the task
- Investigate the working characteristics, chemical and functional properties of ingredients through practical experimental work
- Advise and evaluate the task
- Produce a report with evidence of the above to support the investigation

**Assessment 2: The Food Preparation Assessment - 35%**

Students will plan, prepare, cook and present a selection of dishes, to meet a particular requirement, such as the dietary need or lifestyle choice set by the exam board.

- Investigate and plan the task, select a final menu that showcases skills and techniques
- Prepare, cook and present a menu of **three dishes**
- Produce a portfolio of evidence relating to the selection of dishes, planning and evaluation



# Geography



**LEVEL:** GCSE

**BOARD:** EDEXCEL

## **COURSE SUMMARY:**

The content of this GCSE focuses on current issues designed to inspire and motivate students to study GCSE Geography. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment. The specification encourages an investigative approach to explore geographical questions and issues.

### **Component 1: Global Geographical Issues**

Written examination: 1 hour and 30 minutes

37.5% of the qualification

#### Content overview

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world

### **Component 2: UK Geographical Issues**

Written examination: 1 hour and 30 minutes

37.5% of the qualification

#### Content overview

- Topic 4: The UK's evolving physical landscape – including sub-topics 4A: Coastal change and conflict and 4B: River processes and pressures.
- Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities.
- Topic 6: Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation linked to Topics 4 and 5

### **Component 3: People and Environment Issues – Making Geographical Decisions**

Written examination: 1 hour and 30 minutes

25% of the qualification

#### Content overview

- Topic 7: People and the biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming energy resources



# History



**LEVEL: GCSE**

**BOARD: OCR**

## **COURSE SUMMARY:**

- This course covers a range of topics from the Roman occupation of Ribchester to the end of the Second World War.
- Pupils will learn about a range of diverse societies and will explore different attitudes within these societies.
- All of the course content is tested in three examinations that pupils will sit at the end of Year 11.
- Paper 2 will involve a field study of the Roman sites in Ribchester.
- Good literacy skills are required to cope with the quantity of content that is tested at the end of Year 11.
- Pupils will be building on the knowledge and skills that have been developed throughout KS3.

## **Paper 1: 1 hour 45 minutes**

### **Content**

The People's Health, 1250 to the present - **20% of the final grade**

The Norman Conquest, 1065-1087 - **20% of the final grade**

## **Paper 2: 1 hour**

### **Content**

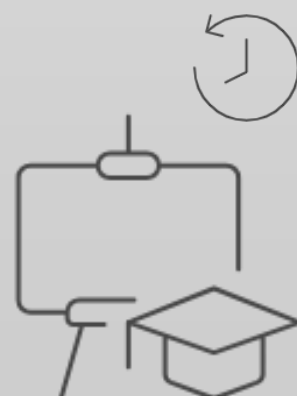
A Study of Roman Ribchester - **20% of the final grade**

## **Paper 3: 1 hour 45 minutes**

### **Content**

The Viking World, 750-1050 - **20% of the final grade**

Living Under Nazi Rule, 1933-1945 - **20% of the final grade**



# Modern Languages - Spanish



**LEVEL: GCSE**

**BOARD: PEARSON EDEXCEL**

## COURSE SUMMARY

Spanish is one of the most widely spoken languages in the world with around 500 million people speaking it as a first language. Therefore, this makes an incredibly useful choice for future career options as well as when travelling. So, if you enjoy communicating with other people, finding out how languages work and learning about different countries and cultures, studying GCSE languages is an excellent choice for you. The course covers the skills of listening, reading, speaking and writing and builds on the following topics.

My personal world	Lifestyle and wellbeing	My neighbourhood
Family and friends Relationships Free time /sports Arranging to go out	Healthy lifestyles Food and drink Illness and going to the doctors Improving your lifestyle	Describing towns/cities Shopping The environment Helping in your community
Media and technology	Studying and my future	Travel and tourism
How you use technology Who you follow on social media Music TV and film	Life at school and your studies Improving your school Future plans ( careers and travel) Work and jobs	Travel plans Holidays Festivals in the Spanish speaking world Accommodation

**Listening** – 25% Pupils sit an exam at the end of Year 11 where they answer questions whilst listening to a recording of native speakers talking about topics that have been studied over the course.

**Reading** – 25% Pupils sit an exam at the end of Year 11 where they must read a series of texts in the foreign language and answer questions with non-verbal and written responses, including one translation task from Spanish into English.

**Writing** – 25% Pupils sit a written exam at the end of Year 11 where they are asked to write in the target language, including one translation from English into Spanish.

**Speaking** – 25% Pupils will sit a speaking exam at the end of Year 11 which will consist of a reading aloud task, role play card, a photo card discussion and a general conversation based around the topics studied in class.





**LEVEL: GCSE**

**BOARD: OCR**

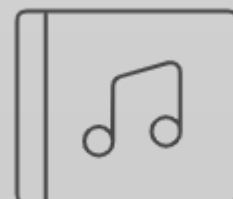
## COURSE SUMMARY

Music GCSE is a course for all pupils with a passion for performing, creating and listening to music, alongside exploring music technologies. The GCSE is a predominantly practical course which allows pupils to develop skills in the key areas of Performing, Composing and Listening and to enhance transferable skills such as resilience and teamwork.

Content overview	
<b>Performance coursework</b> <b>30%</b>	Solo performance in Year 10 Ensemble performance in Year 11 Total: minimum of 4 minutes
	OR Music Technology Performance Option Pupils will sequence 2 pieces of music using Cubase sequencing software and are then marked on their accuracy and sensitivity to the performance directions.
<b>Composition coursework</b> <b>30%</b>	Free composition in Year 10 Composition to exam board brief in Year 11 Total: minimum of 3 minutes
<b>Listening &amp; Appraising written exam</b> <b>40%</b>	AOS 2: Concerto Through Time AOS 3: Rhythms of the World AOS 4: Film & Video Game music AOS 5: Conventions of Pop 1 hr 30 minutes

## Course Requirements

- Pupils must have an enjoyment of music!
- Pupils must be prepared to study and listen to a wide range of different genres.
- Pupils taking the live performance option need to be able to perform confidently in front of others.
- Pupils taking the Music Technology Performance Option will need to have developed a good understanding of Cubase during Year 9 and enjoy using the software.
- There is no necessity for pupils to have a prior knowledge of reading music beyond what has been taught in class during years 7, 8 & 9.



# PE & Sport Studies



**LEVEL:** GCSE or Cambridge National

**BOARD:** OCR

There are two routes to gaining a qualification in PE: GCSE PE and Cambridge National Sport Studies. On the Options form, please specify Physical Education. Our staff will decide upon the best route forward in order for your child to gain a qualification in Physical Education.

## GCSE COURSE SUMMARY

- One full course specification with three practical activities assessed.
- Analysis of Performance (written piece).
- Focus on factors affecting performance related to the physiology of practical performance.
- An external day of moderation combined with other schools in the area.
- Activities include: Football / Netball / Athletics / Basketball / Hockey / Table Tennis / Volleyball / Cricket / Badminton / Handball / Exercise activities

If pupils excel in other areas and attend a recognised club, external assessment can be arranged, although the activities list is limited.

- Some additional extra-curricular sessions will be offered and are compulsory to attend.
- 60% theory including the areas of:

Exercise and training

Safety aspects and risk assessment in sport and physical activity

Applied anatomy and physiology

Sports psychology

Biomechanics

Interpretation of data

## Coursework

40% coursework, which includes:

- Assessment in three different activities from two activity groups: 30%. To access higher grades, pupils must take part in competitive sport on a regular basis.
- Analysis of performance: 10%
- Completion of performance log book of 20 hours competition

## Examination

60% examination papers:

Two papers, one science based: 1hr, one social based: 1hr

## AIG:

We recommend that students are competing in one or more sports outside of school and demonstrate a strong commitment to sport within school to be successful within this course.

We recommend that students have a good understanding of science.



# PE & Sport Studies



## CAMBRIDGE NATIONAL COURSE SUMMARY

### Assessment overview

Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society

### Mandatory

Unit	Marks	Duration	GLH*	
Contemporary issues in sport	70	1 hour 15 mins	48	Written paper, OCR set and marked
Performance and leadership in sports activities	80	Approx. 16 hours	48	Centre-assessed tasks, OCR moderated

### Optional

From the 2 optional units we will complete the Outdoor adventurous activities unit – this course will include some offsite learning and a mandatory residential course.

Unit	Marks	Duration	GLH	
Increasing awareness of outdoor and adventurous activities	40	Approx. 8-10 hours	24	Centre-assessed tasks, OCR moderated

\*GLH (guided learning hours) is the approximate time that the teacher will spend supervising or directing study time and assessment activities.



## Content overview

### **Mandatory Contemporary issues in sport**

In this unit, students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

### **Performance and leadership in sports activities**

In this unit, students will learn how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader they will have the opportunity to plan, deliver and review safe and effective sporting activity sessions. They also have the opportunity to develop a range of transferable skills.

Students will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. They will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. They will also deal with rapidly changing conditions and situations.

### **Optional**

#### **Increasing awareness of outdoor and adventurous activities**

In this unit, students will learn how to find out information about what opportunities there are in their local area, as well as nationally in the UK, for all different types of activities. They will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep them safe.

#### **AIG:**

We recommend that students demonstrate a strong commitment to sport within school to be successful within this course.

Mandatory Residential Outdoor Adventurous excursion – small cost



# Key Stage 4 Options 2025



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

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

The 3 optional subjects you will follow in Year 10 & 11 will be taken from your first 5 choices which you must place in order of preference from all the subjects on offer.

- Art
- **Computer Science**
- Creative iMedia
- Design and Technology
- Food Preparation and Nutrition
- **Geography**
- **History**
- Music
- PE (GCSE and Cambridge National Sport Studies)
- **Spanish**

You **MUST** choose at least 1 subject in **RED** as a main choice and at least 1 subject in **RED** as a reserve choice (though you can choose more if you wish).

Pupils that wish to achieve the English Baccalaureate must choose Spanish and at least one humanity subject (History and Geography).

Preference	Subject
1st	
2nd	
3rd	
1 <sup>st</sup> Reserve	
2 <sup>nd</sup> Reserve	

Signed: \_\_\_\_\_ (Pupil)

Signed: \_\_\_\_\_ (Parent/Guardian)

Date : \_\_\_\_\_