



Options 2025

St Edmund Arrowsmith Catholic High School

Introduction

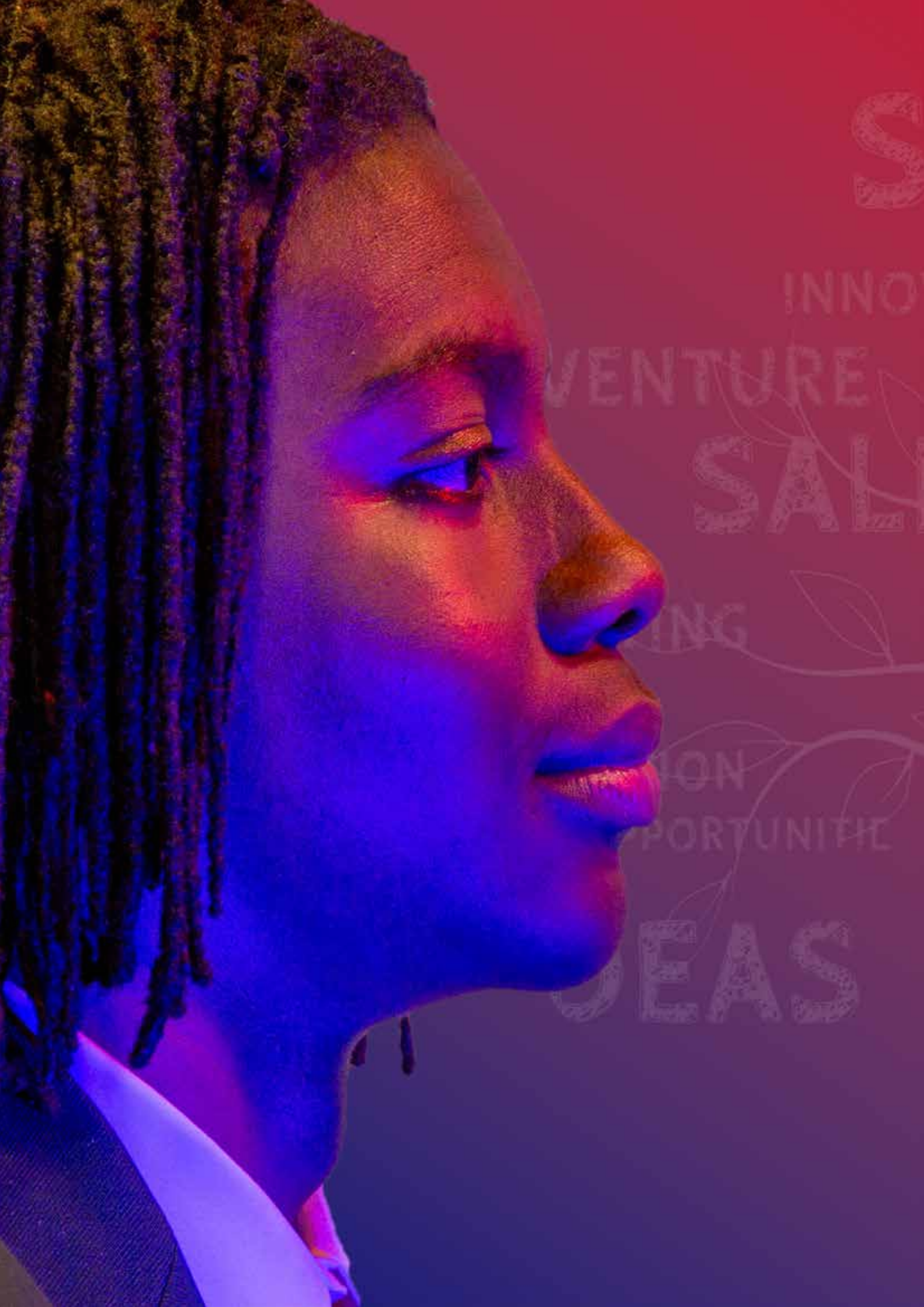
You are entering a new and exciting phase in your education as you start to take responsibility for choosing your GCSE options. Years 10 and 11 represent an incredibly important stage in your school life, as you prepare for and take your GCSEs. This information booklet gives you a balanced overview of the option choices available and will help you to make choices based around your interests and aspirations.

You should start researching the kind of careers that appeal to you most. This is your chance to take an honest look at your strengths, skills and personal qualities. You may not know exactly what you want to do in the future, so it is important to keep a broad and balanced combination of subjects. You will receive a great deal of help to make these important decisions. Your subject teachers will talk to you about the courses and give you opportunities to ask questions so that you can evaluate your suitability for each subject. Your form tutors will talk to you about your future plans and your strengths as a student and you will have many options guidance opportunities which you should take advantage of. You can also ask for some careers advice from our careers advisor if you feel it is required, in order to find out more information about different careers; you could also ask your family to support you as well.

I know that this process can be daunting but I sincerely hope that you enjoy taking this important step in your education. I am confident that if you display the right attitude to learning and have high aspirations, you will flourish at Key Stage 4 and leave St Edmund Arrowsmith Catholic High School with a set of results of which you can be proud and which provide the foundations for your future career.

Mrs Morris
Deputy Headteacher





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The Curriculum

The curriculum at Key Stage 4 is made up of two elements: the core curriculum and the guided choice curriculum. The core curriculum is made up of those subjects which have been classed as compulsory, including English, mathematics, science, religious studies, physical education, citizenship and careers. The remaining subjects are referred to as guided choices and are chosen following extensive consultation between students, teachers and parents/carers. The intention is to make sure that the subjects most accurately reflect students' talents, interests and aspirations.

Many of you will be aware of the English Baccalaureate (EBACC), which is based on students who achieve GCSEs in English, maths, science (either combined or separate), history, geography and a modern foreign language. We do not make this compulsory but we strongly recommend those of you looking to take A Levels and go on to Higher Education select this combination of subjects.

In the North West region, students have the opportunity to access The Greater Manchester Baccalaureate Gateways Post 16. Each of these gateways have gateway relevant qualifications which should be chosen during the options process. If you are interested in pursuing the Greater Manchester Baccalaureate gateways you can find out more information online using the following link gmacs.co.uk

The sciences: those students who have excelled in their Key Stage 3 science have the opportunity to gain GCSEs in the three separate sciences. Teachers will assess students' suitability to follow this course and advise accordingly.

Your commitment: all courses at Key Stage 4 require a serious commitment to study. It is very important that you keep up to date with all deadlines and it is essential that your attendance is very good, so that you avoid missing important work.

We always seek to meet the needs of all students but if we have insufficient interest in a course, the course may not run and we will guide you to make another suitable choice.

The Timeline

- » Launch of The Options Process 8 January 2025
- » Careers Classroom Workshop 6 January - 15 January 2025
Making well thought out decisions in relation to your strengths and aspirations.
- » Options Market Place 9 January 2025
- » Subject Talks 13 January - 24 January 2025
- » Pupils' and Parents' Guidance Meeting
This event will give you an opportunity to discuss the combination of subjects you are considering and to evaluate your suitability for the course you are interested in.
A-H - Monday 20 January 2025
L-W - Tuesday 21 January 2025
- » Year 9 Parents' Evening 30 January 2025
- » Initial Deadline 14 February 2025
- » Final Choice Deadline Thursday 10 April 2025

Options

In almost all cases we are able to offer pupils the subjects they have chosen. We will ask you to make an 'initial' indication of your option choices on an options pathway form. We will then look at everyone's combination of choices together and check timetable viability. If the take-up of any subject offered does not produce a class which is viable, **we reserve the right not to timetable it.**

Physical resources may require us to limit the numbers of pupils that study a subject if the number of pupils choosing it is too large. In this case, pupils will be selected based on their prior attitude and performance in the subject, or a related subject, during Key Stage 3.

We may need to ask you to choose an alternative subject when completing your 'Final Choices' form so you should consider a suitable alternative subject as a reserve choice

Frequently Asked Questions

- » Do I have completely free choice over my options? **NO.** We will look carefully at your choices and talk with you and your parents if we believe you have selected subjects that are not appropriate for you. This is why we call them 'Guided Options'. This is to protect you from disappointment when it is time to move on from our school.
- » Will I get all my choices? **PROBABLY.** The majority of students will, but some subjects may not run if there are insufficient numbers and some combinations of subjects may be impossible to timetable.
- » I have been selected to take a subject that I find challenging, should I 'drop' it? **NO!** Your pathway has been designed to ensure you complete a broad and balanced range of subjects and that you study subjects that allow as many doors as possible to remain open to you in the future.
- » Are there any combinations of subjects that are not allowed? **YES.** You can only choose one PE OR sports studies.
- » Will I have the same teachers as this year? **PROBABLY NOT.** The timetable is very different in Key Stage 4. Do not pick a subject just because you like/dislike your current teacher.
- » Will I be in the same classes as my friends next year? **NOT NECESSARILY** - for example, some classes may have students from across the whole year group. **Do not pick a subject just because your friend has.**
- » Will I have subjects chosen for me if I miss the deadline for completing the 'Initial' option form? **NO** - but be aware that students who do complete their option forms in time will get priority, and you may miss out on any subjects that may already be 'full'.
- » Will my option choices be complete once I have completed my 'Initial Options' form? **NO** – we will look at everyone's initial combination of subjects to check that they allow for a viable timetable. You will complete a further 'Final Choices' form to confirm your final subject choices once all restrictions are known.
- » Will I be able to change my mind after my final options form has been sent in? **POSSIBLY** - we will be patient - but be aware that it may be difficult to reorganise your options later in the year.
- » When will I find out my option choices? **In June,** a letter will be sent out to parents detailing the subjects you will be studying at KS4.

The Future

Your GCSE results are a very important part of your academic journey. The results you get can affect the following:

- The sixth form or college you go to
- The qualifications you take next
- The MBacc gateway you may access
- Your eligibility for a university course
- The universities you can apply to
- Your career prospects



GCSEs can determine the sixth form or college you go to.

Entry requirements for school and college sixth forms vary – ranging from four to five grade 4/5s with perhaps 6s in the subjects you want to study, through to at least six GCSEs at grade 7 for the most selective colleges.

Your GCSE performance is usually a good indicator of how well you'll do in A-level or other advanced studies – in fact, it's the only real hard-and-fast evidence of your academic abilities a college has to go on. Many sixth forms use a scoring system, based on GCSE grades, to predict how well you're likely to do (and from that, decide whether or not to accept you).

GCSEs may determine the qualifications you take next. Some sixth forms and colleges may say you can't do a particular subject unless you've got at least a grade 6 or 7 in that subject at GCSE. If your GCSE grades are mostly grade 4, studying A-levels could be off limits altogether; a sixth form or college may offer you a vocational (i.e. a more practical and hands-on) course such as a BTEC Level 3 qualification instead. Most universities accept BTEC qualifications, by the way!

GCSEs could be used to assess eligibility for a university course

Regardless of the subject you want to study, the majority of university courses look for at least a grade 4/5 in English, maths and perhaps science. Some university courses go further and ask for specific subjects at GCSE, with certain grades, so check directly with universities if you're in doubt.

GCSEs can affect your future career

The career you may wish to undertake could have specific expectations for achievement in your GCSEs to progress with this in the future. **Here are a few examples:**

- » Engineering courses such as chemical engineering: you'll usually need A-levels or equivalent in chemistry and maths, and physics for other engineering courses, which in turn means you'll need to have good GCSE grades in science and maths.
- » Medicine: competitive courses like medicine may ask for a whole suite of good GCSEs. The University of Birmingham's medical school, for example, specifies 'normally, applicants must offer GCSE grade 8/9 in each of English (either English Language or English Literature), mathematics and all science subjects. Combined science (double) is acceptable as an alternative to single sciences. Overall GCSE performance will be considered.'
- » Social work and secondary school teaching: these professions won't consider you without at least a grade 4 or 5 in maths and English language at GCSE.



This Way ?

That Way ?



Options Courses 2025

Core Subjects

- 10. English Language
- 12. English Literature
- 14. Mathematics
- 16. Religious Studies
- 18. Combined Science: Trilogy

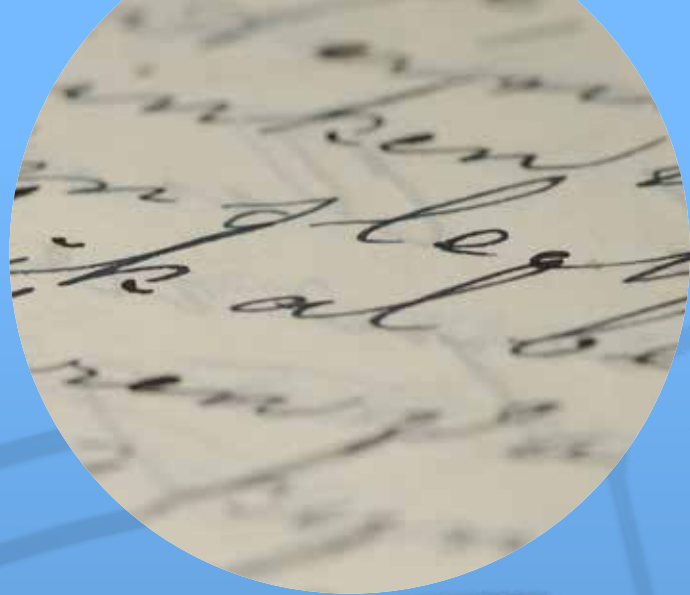
Optional Subjects

- 20. Art and Design
- 22. Children's Learning and Development
- 24. Computer Science
- 26. Creative iMedia - Media and Business Specialism
- 28. Design and Technology
- 30. Digital Photography
- 32. Food Preparation and Nutrition
- 34. French or Spanish

- 36. Geography
- 38. History
- 40. Music
- 42. Performing Arts
- 44. Physical Education
- 46. Sports Science
- 48. Sports Studies
- 50. Triple Science

English Language

Exam Board: EDUQAS Code: C700QS



English Language is a core subject at school, which you all must study up to at least GCSE level. Studying English Language will help you to develop valuable life skills which will support your progress in college, university and in the world of work, regardless of what subject areas you choose to pursue in the future. Employers say that one of the most important skills they look for in people who work for them is good communication and this means writing and presentations, as well as simply talking to others in the workplace.

All of these life skills are taught through our English lessons, allowing you to develop your written and spoken communication skills which will be of benefit to you for the rest of your lives. Essentially, whenever you need to persuade, inform or connect with someone, English is your best friend.

A new word is added to the dictionary every two hours



What you will study



Across the two English Language components, students will study the following: reading: - critical reading and comprehension - summary and synthesis - evaluation of a writer's choice of vocabulary, text type, grammar and structure - comparing texts; writing:- producing clear and coherent texts - writing for impact. As well as this, the course also includes a spoken language assessment. This is not an exam. Instead, students will complete one formal presentation or speech to: - present information and ideas - respond to spoken language - express ideas using Standard English.

Assessment Format



Students will sit two exams which both have reading and writing sections.

Component One: Fiction Paper

Section A: 1 hour 20% of final mark
Students will answer five questions on an unseen piece of fiction

Section B: 45 minutes 20% of final mark
Students will choose from a choice of four story titles and write a story in timed conditions. Spelling, punctuation and grammar will be assessed in this section.

Component Two: Non-fiction Paper

Section A: 1 hour 30% of final mark
Students will answer six questions on two unseen non-fiction texts. These texts will share a common theme, but one will be from the 19th century and the other from the 21st century. Students will also be expected to compare the two texts as part of this examination.

Section B: 1 hour 30% of final mark
Students will be asked to write two pieces of transactional writing. The tasks will be two from the following: guide, letters, articles, reviews, reports and speeches. SPaG will be assessed in this section.

Exam
100%

English Literature

Exam Board: EDUQAS Code: C720QS



Did you know that William Shakespeare invented hundreds of words and phrases that we still use today?

Studying English Literature allows students to delve into a world of books and immerse themselves in different time periods and settings. As well as enjoying the range of texts, students of English Literature will sharpen their analytical skills. Students will be asked to explore themes, make connections across texts, theories and historical events, challenging them to handle complex ideas, search for patterns and interpret information in a wider context. Students will develop their planning and research skills as well as gain knowledge of history, culture and even human behaviour.



Across the two English Literature components, students will study: - a Shakespeare play - an anthology of poems - post-1914 drama or novel - a 19th century novel - unseen poetry. They will learn: -how to analyse the way writers have created meanings - how to show an understanding of the relationships between some of the texts and their contexts - how to compare poems.

Exam
100%



There are two exams in English Literature, covering the five equally-weighted sections. Each section is worth 20%.

Component 1: Shakespeare and Poetry Anthology

Section A: Shakespeare 1 hour 20%

Students will analyse and write about an extract from the play and then answer an essay question on a given character or theme.

Section B: Poetry Anthology 1 hour 20%

Students will write about one poem from the anthology that will be printed on the exam. Students will then need to compare the given poem with any other poem from the anthology.

Component 2: Post 1914 Drama or novel; a 19th century novel and unseen poetry

Section A: Post 1914 drama/novel 45 minutes 20%

Students will answer an essay question on a character or theme, including quotations, from a given extract.

Section B: 19th century novel 45 minutes 20%

Students will answer an essay question on a character or theme, including quotations, from a given extract.

Section C: Unseen poetry 1 hour 20%

Students will be given two unseen poems which they must analyse. They will then write about the first poem in isolation and then compare poem one and poem two together.





Mathematics

Exam Board: EDEXCEL Code:1MA1

Mathematics is all around you! You use it all the time in your daily life, consciously and unconsciously. Mathematics is valuable in its own right and you will certainly use it, whatever direction your life takes.

Through an integrated approach, the different strands of mathematics will be linked together providing key skills, encouraging logical thinking and practising problem solving techniques. Pupils will be encouraged to be aware of appropriate technology, which can enhance learning, and be selective regarding its use.

What you will study



Problem solving skills to be used in everyday life and the workplace.

Number

Algebra

Ratio, proportion and rates of change

Geometry and measures

Probability

Statistics



All examinations are in Year 11, at the end of the course.

Two tiers are available: Foundation and Higher (content is defined for each tier). The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series.

Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long. Each paper has 80 marks.

The content outlined for each tier will be assessed across all three papers. Each paper will cover all assessment objectives.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Exam
100%

NASA had to invent new maths to get to the moon. The maths now helps air-traffic controllers land planes at airports.



Religious Studies

Exam Board: EDUQAS Code C120PB



Religious studies GCSE will enable you to develop many key skills that you'll utilise on a daily basis throughout your life. These transferable skills will prove useful whatever you decide to do after leaving school regardless if you are pursuing further academic study or seeking immediate employment. In addition to expanding your skills, Religious studies GCSE will give you a greater understanding of how religious beliefs and practices shape and influence the world we live in.





What you will study



Academically, your programme of study is broken into three key components:

Component 1 Foundational Catholic Theology

Origins and Meaning. You will study these concepts: Creation ex nihilo, evolution, imago dei, inspiration, omnipotence, revelation, stewardship and transcendence.

Good and evil. You will study these concepts: Conscience, evil, free-will, goodness, incarnation, Natural Law, privation and suffering.

Component 2 Applied Catholic Theology

Life and Death. You will study these concepts: death, eternal life, heaven, hell, judgement, Magisterium, resurrection and souls.

Sin and forgiveness. You will study these concepts: absolutism, Eucharist, evangelisation, forgiveness, punishment, relativism, salvation, sin.

Component 3 Judaism

Judaism beliefs and practices – You will study the following concepts: synagogue, shekinah, Shabbat, kosher, Torah, mitzvot, Messiah, and Covenant.

In addition to improving your religious knowledge, every lesson will provide you with opportunities to develop your interpersonal skills such as empathy, communication and attention to detail as you listen and contribute to discussions.

Assessment Format



You will sit three exams at the end of Year 11, two lasting 1 hour 30 minutes and one lasting 1 hour.

Component 1- Foundational Catholic Theology.

This exam will feature exam Origins and meaning and Good and evil. This paper is worth 37.5% of your final grade.

Component 2 – Applied Catholic Theology.

This paper will covers Life and death and Sin and forgiveness. This paper is also worth 37.5% of your final grade.

Component 3 – Judaism

This paper will assess what you have studied about Jewish Beliefs and practices. This paper is worth 25% of your final grade.

Exam
100%

85% of people in the world believe in God. That means over 6.2 billion people have a religious belief!

Combined Science: Trilogy

Exam Board: AQA Code: 8464



The human body replaces itself with a largely new set of cells every seven to ten years. That means the average age of one of your cells is just seven years old!

Combined science is a core subject at GCSE. Pupils studying combined science will have ten lessons of science a fortnight. These lessons will be split equally between two teachers, who will deliver all of the GCSE combined science content. Pupils studying this course will be awarded the equivalent of two GCSEs in combined science.

The study of science gives us a greater understanding of the world around us and allows us to develop analytical and problem solving skills which will help to support pupils across their other subjects and in their everyday life.

What you will study



Studying combined science builds upon and deepens pupils' understanding of the ideas developed at key stage three. It provides the foundations for a deeper understanding of the natural world and will enhance the lives of pupils in an increasingly technological society. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science.

Biology Topics

Cell Biology, Organisation, Infection & Response, Bioenergetics, Homeostasis & Response, Inheritance, Variation & Evolution and Ecology.

Chemistry Topics

Atomic Structure & The Periodic Table, Bonding, Structure & the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate & Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.

Physics Topics

Forces, Energy, Waves, Electricity, Magnetism & Electromagnetism, Particle, Model of Matter and Atomic Structure

Assessment Format



For the combined science GCSE, pupils will be assessed by six written examinations; two assessments in biology; two assessments in chemistry and two assessments in physics. Each examination will be one hour and fifteen minutes and will be worth 16.7% of the GCSE grade.

Exam
100%





Art and Design

Exam Board: AQA Code: 8201

The most important factor in GCSE art is a sense of enjoyment and enthusiasm for the subject. If you wish to improve your existing ability and would like a chance to express yourself artistically then this is the subject for you.

You will need to work hard as students are expected to produce at least one page of drawing or design work each week. An obvious talent for art is clearly an advantage but any pupil willing to listen and work hard with an interest in the subject is capable of achieving in art.

What you will study



The first part of the course involves you working in a number of different areas, for example pottery, drawing and digital art or mixed media work. This fulfils the syllabus requirements but also allows you to find out what you can do and which areas you enjoy most.

The second part (Year 11) is when you will be expected to gradually direct yourself more and take more responsibility for what you do and how you do it. You will also be required to be critical in a constructive way in the study of works of art whether inside or outside the classroom and also review your own work so that you can modify and improve it as each project progresses.



Creative industries in the UK are growing faster than the rest of the economy and they need creative people in these jobs.

Assessment Format



60% Non-examined assessment

You will spend Year 10 and up to Christmas in Year 11 completing 4 practical projects. These diverse projects will give you the opportunity to build upon your art, craft and design skills whilst gradually giving you the freedom to explore personal themes and interests.

40% Exam based project

From Christmas to the end of Year 11, you will complete a practical project based on one of 7 exam questions. This will be very similar to a coursework project, the only difference being you will have a ten hour exam (divided over lesson time) where you will independently create a piece of artwork. All projects are assessed against four strands:

- Artist research and development.
- Experimentation and refinement.
- Recording ideas (drawing).
- Outcome and overall project.



What if this course is oversubscribed?

Students will be selected on their ATL marks for Y9, their classwork and a drawing test where students will be expected to copy another drawing to the best of their ability.

Exam
40%

Children's Learning and Development

Exam Board: OCR Code: J809



The OCR Cambridge National is a level 1/2 course that is equivalent to GCSE. It provides the foundations for learners to understand and apply knowledge of how children develop and learn. Students will study the development of a child from conception to five years of age. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in child care, health and social care, psychology, sociology, teaching, nursing and midwifery.



What you will study



Health and Well-being for Child Development

Becoming a parent or caring for a child is one of life's major experiences, and it is also one of life's major responsibilities. Responsibility for the wellbeing of a child starts before conception and this unit aims to provide students with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction pre-conceptual, antenatal and postnatal care. By completing this unit, learners will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.

Create a safe environment and understand the nutritional needs of children from birth to five years

This unit will allow students to investigate the different equipment and nutritional requirements of children from birth to five years. On completion of this unit, students will be able to apply their knowledge and understanding through a practical activity to advise a nursery on the set up and

At about 18 weeks, a foetus is able to hear sounds. By 25-26 weeks, it is more responsive to noises and responds to voices it recognises in the womb.



running of their facility, showing how they would use their own knowledge to meet the needs and promote the well-being and development of a child.

Understand the Development of a Child from one to five Years

This unit will allow students to investigate the developmental norms of children from birth to five years. Students will develop an understanding of the impact of play on the developmental norms. On completion of this unit, students will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.

Exam
40%

What if this course is oversubscribed?

Complete a mini research and written task. If you were a health visitor, what 3 pieces of equipment would you suggest for an expectant mum to be and why.

Assessment Format



RO57 - Health and well-being for child development

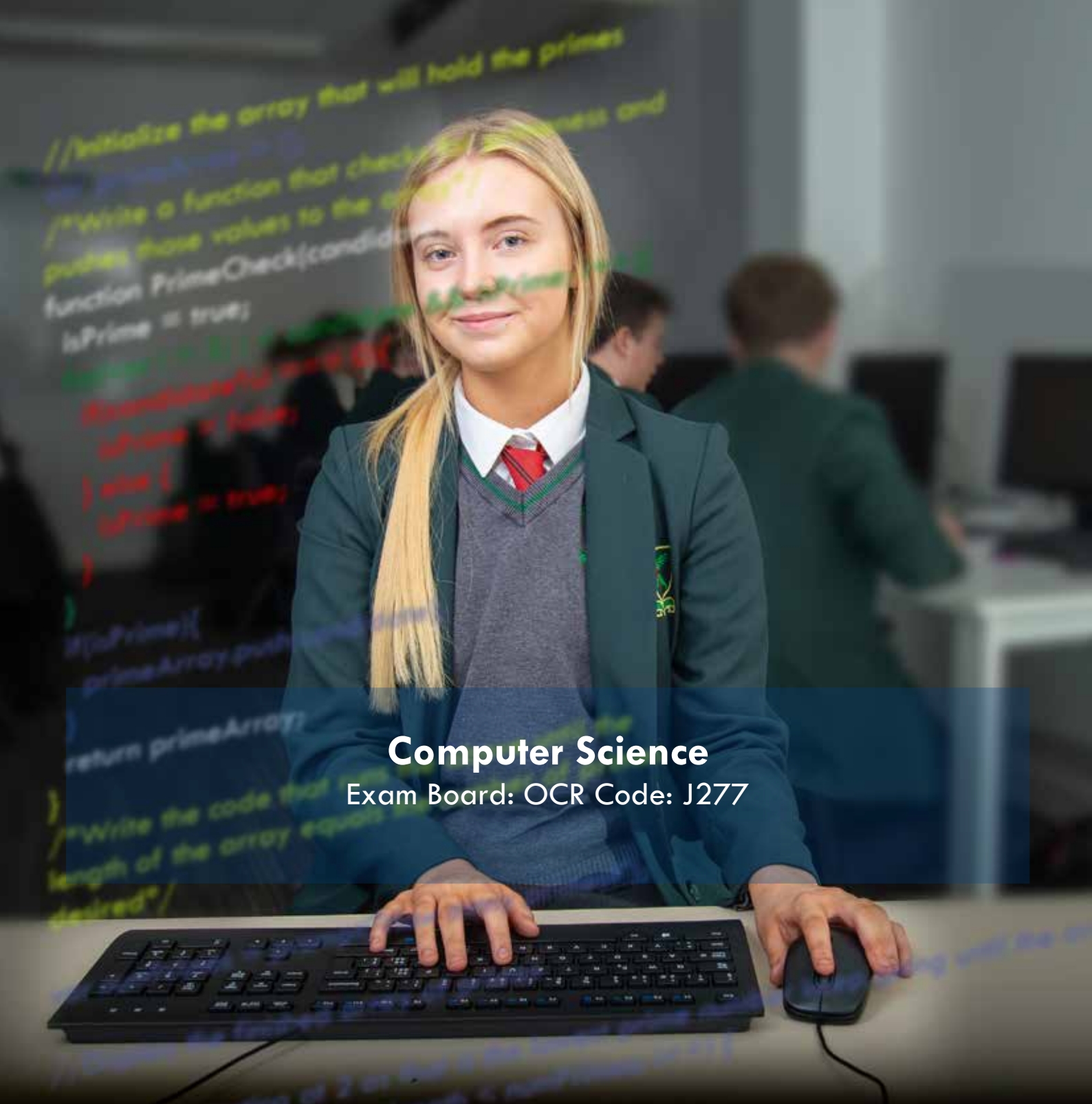
1 hour and 15 minute written paper: 70 marks - This question paper: consists of two sections, comprising of short answers and extended response to questions assess the quality of written communication.

RO58 - Create a safe environment and understand the nutritional needs of children from birth to five years

The examined assessment (NEA) is worth 60 marks. The NEA tasks will be a mix of practical and written tasks in the context of an assignment. This will involve creating presentations based on advising a nursery about equipment and researching and making a healthy meal for a child.

RO59 - Create a safe environment and understand the nutritional needs of children from birth to five years.

The non examined assessment (NEA) is worth 60 marks. The NEA tasks will be a mix of practical and written tasks in the context of an assignment. This involves learning and presenting information in a range of formats such as leaflets, posters and presentations about development norms and the benefits to children of learning through play. To conclude this assignment, pupils will be asked to observe a child under 5 and design two learning activity suitable for them.



Computer Science

Exam Board: OCR Code: J277

Computer science is an exciting and challenging subject that seeks to develop skills which are regarded as essential for the 21st Century.

Studying computer science will allow you to develop the ability to think logically, algorithmically and recursively to analyse problems and devise ways to solve them.

This course is also designed to give you an in depth understanding of how computer technology works and what goes on ‘behind the scenes’.



As part of this GCSE, you will study the core principles of computer science such as algorithms, abstraction, decomposition and computational thinking, as well as learning about how computers process, manage and store information.

By studying computer science, you will develop your resilience and problem solving skills by gaining competence in computer programming by a developing sound understanding of key programming constructs such as: sequence, selection and iteration.

You will learn how to devise coded solutions to solve problems. The theoretical topics that you will explore as part of this course include; software and systems development; hardware and software; systems architecture, cyber security, databases; data representation and computer networks.

You will also investigate how different computing technologies impact society from ethical, legal, cultural and environmental perspectives.

Exam
100%

What if this course is oversubscribed?

Complete an online python course independently and debug a range of different python programs and code a solution to a short problem.



The course is split into two units:

Computer systems

Exam component (50%) - taken at the end of Year 11 to test understanding of the theory aspects of the topics outlined above.

Computational thinking, algorithms and programming

Exam component (50%) - Taken at the end of Year 11 to test understanding and knowledge of the theory concepts around computational thinking, algorithms and programming, additionally testing your ability to write a program/algorithm in a high level programming language.



About 90% of the world's currency only exists on computers



Surgeons who play video games perform better at their jobs due to the hand-eye co-ordination developed in gaming.

Creative iMedia

Media Studies and Business Specialism

Exam Board: OCR Code: J834

Digital media is all around us - TV and radio ads, websites, digital ads on social media or traditional billboard posters. This sector is continuously growing, with us being exposed to digital media in more ways than ever before.

If you consider yourself a creative learner who enjoys a hands on approach to learning this course will give you many opportunities to show your practical abilities.

What you will study



Students will develop knowledge and understanding of the following key areas:

Interactive digital media - Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence. In this



What if this course is oversubscribed?

Design the marketing material for a given business using a range of different pre-production documents including: mind map, mood board and visualisation diagram.

Assessment Format



unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds. You will develop an understanding of how the different business make use of digital media products to be successful.

Media and business theory – this includes target audience, work plans, mind maps, mood boards, legislation and enterprise and marketing.

Creative iMedia in the media industry - learn about the sectors, products and job roles that form the media industry. Develop knowledge on how to plan and create digital media products. Develop and understanding of different pre-production planning tools and how to distribute a media product successfully.

Visual identify and digital graphics - Learn how to develop visual identities for clients and how to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

This will be assessed through 3 modules: one written examination and 2 coursework based modules.

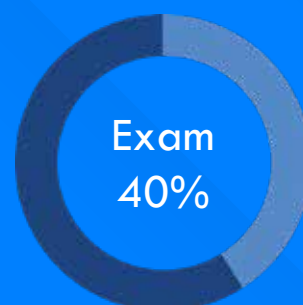
You will complete the following modules:

Creative iMedia in the Media Industry – Written exam(1 hour 30 mins), 70 Marks

Visual identity and digital graphics - Centre-assessed coursework 50 marks

Interactive Digital Media – Centre assessed coursework 70 Marks

Weightings 40% exam 60% NEA



Design & Technology

Specialising in Product Design

Exam Board: AQA Code: 8552



GCSE design and technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on design and technology including historical, social, and environmental factors.

Students will get the opportunity to work creatively and independently through a series of projects. These projects will develop their problem solving, designing and making skills through applying technical and practical expertise.



What you will study



The course is split in to two parts covering theory and designing/making skills. Theory covers a range of technological content, material areas, sustainability issues and designing/making principles.

Throughout Y10 students will build on practical skills - completing a creative project which aims to guide them through researching, designing, making and evaluating/ testing skills in order to prepare them for their final GCSE coursework. They will learn how to design for a client's wants and needs, develop 2D/3D drawing techniques as well as practical skills using a range of materials and processes. During this time pupils will be introduced to aspects of theory embedded within the creative project and as standalone theory lesson.

The learning from Y10 will enable pupils to make informed decisions about the contextual challenge they choose to address and the material area they want to specialise in.

Pupils will specialise in one of the following areas but may touch upon others within their work:

Product Design – develop skills in both technical drawing and 3D computer software (Solidworks, 2D Design); mixes both CAD CAM and workshop tools.

You may specialise in the plastic and timber areas but can choose to use others within products. Examples are - storage units, gadget docks, electronic devices.

Textiles – Develop skills in creating items largely from a range of fabrics. You will combine CAD CAM techniques, such as sublimation printing, alongside traditional hand techniques such as sewing. Practical skills include: using the sewing machine, heat press and laser cutter. Examples could be clothing, soft furnishings, play mats.

Graphics - Develop skills in creating items largely from a range of papers and boards.. You will combine CAD techniques, such as Photoshop and Illustrator, alongside traditional drawing techniques and making skills. Practical skills include: using the vinyl cutter and laser cutter. Examples could be point of sale displays, packaging and promotional material

Resistant Materials - Develop skills in both technical drawing and focusing on more traditional workshop skills and tools. You may specialise in the plastic and timber areas but can choose to use others within products. Examples are storage solutions, educational toys and furniture.

Jewellery Design - Develop skills in both technical drawing and computer software (2D Design); mixing both CAD CAM and traditional jewellery making techniques. You may consider the making of both the jewellery and the linked packaging or storage solution. Examples are jewellery sets, jewellery boxes, and fashion accessories.

What if this course is oversubscribed?

Present a design idea for a product that will aid a more sustainable lifestyle. Create one page of design ideas using 2D and 3D drawing techniques or a 3D model using paper and card. Annotate your designs to explain your thinking.

Assessment Format



Exam paper - 2 hours (50%)

Assessed content: core technical principles, specialist technical principles, designing and make principles. Minimum 15% maths content and 10% science content.

Non-examined assessment – 30-35 hours (50%)

Contextual challenge set in June. This is a substantial design and make task assessing the following areas:

identifying and investigating design possibilities; producing a design brief and specification; generating design ideas; developing design ideas; realising design ideas; analysing & evaluating. Students will produce a portfolio and product prototype assessed by teacher and moderated by AQA

Exam
50%

The first Video Camera Recorder (VCR) was made in 1956 & was the same size as a piano!



Digital Photography

Exam Board: AQA Code: 8206



The average teenager in the UK sees over 5,000 adverts a day. Will you be one of the photographers creating those images?



Photography is a new course that will teach students how to compose, create and arrange images and would be suited for someone interested in graphics, website design, fashion photography or magazine publishing.

Through this course in Year 10 and part Year 11, you will use a digital camera and Photoshop to investigate and produce a series of personal coursework projects.

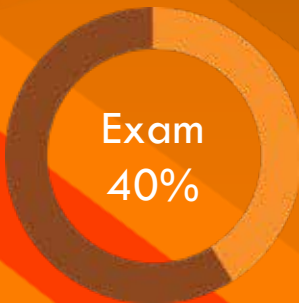
What you will study



You will be taught various skills and techniques whilst looking at various forms of photography such as: location photography, portraiture and digital manipulation.

Using and understanding a camera will be critical to this course and Photoshop will play a major role in image manipulation. Looking at the work of other artists and photographers will underpin your opinions and processes.

During January of Year 11, you will be given an exam paper and have approximately 12 weeks to respond to a title you choose. The skills and process learnt during your coursework will influence and support this exam project. As there will be a large volume of photographs, students will need to be exceptionally organised when printing and presenting work.



Exam
40%

Assessment Format



60% Non-examined assessment

You will spend Year 10 and up to Christmas in Year 11 completing 4 projects. These diverse projects will give you the opportunity to build upon your photography skills whilst gradually giving you the freedom to explore personal themes and interests.

40% Exam based project

From Christmas to the end of Year 11 you will complete a practical project based on one of 7 exam questions.

This will be very similar to a coursework project, the only difference being you will have a ten hour exam (divided over lesson time) where you will independently create a photographic outcome.

All projects are assessed against four strands:

- Artist research and development
- Experimentation and refinement
- Recording ideas (photographs)
- Outcome and overall project

You'll need to be comfortable taking photos of yourself for your work or for your classmates. You'll also need friends or family members who are willing to be photographed for your work.

What if this course is oversubscribed?

To be granted a place on the course ALL students must submit three photographs that they have taken:

- 1 - a landscape image.
- 2 - an architectural image/ picture of a building.
- 3 - a self-portrait image.

If oversubscribed students will be selected based on their ATL marks in Y9 art & these images.



Food Preparation and Nutrition

Exam Board: AQA Code: 8585

Food preparation and nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.





What if this course is oversubscribed?

Skills task: Using a red apple follow the instructions to produce an apple swan.
Written task: Explain how a diet containing too many ready meals and takeaways could impact a student's long term health

What you will study

Food preparation and nutrition sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The course is split in to two parts covering theory and making skills.

For practical lessons, pupils develop a range of high level skills which include butchering chicken, filleting fish, making a range of pastries and making pasta from scratch. They will learn about different cultures and dietary requirements and will make dishes to suit individual's needs.

The theory content covers the following topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Theory can be taught through practical tasks so students can make the connection between theory and practice to apply their understanding of food and nutrition to practical preparation.

Assessment Format

Written exam (50%) – 1 hour and 45 minutes

Assessed content: Theoretical knowledge of food preparation and nutrition from sections 1 to 5.

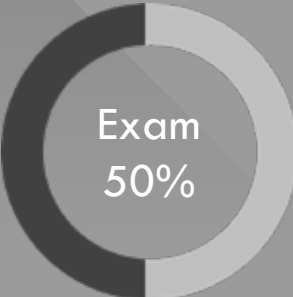
Non-examined assessment

Task 1: Food investigation (15%)

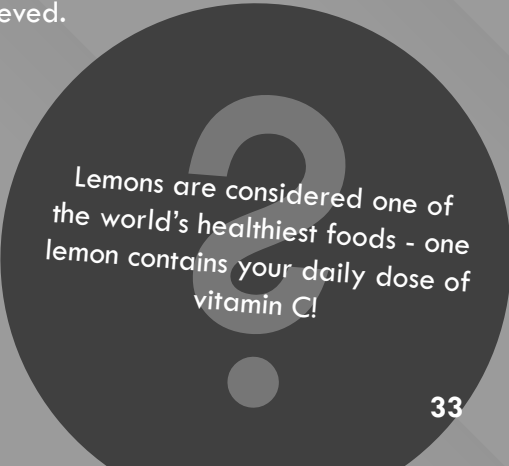
Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment (35%)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.



Exam
50%



Lemons are considered one of the world's healthiest foods - one lemon contains your daily dose of vitamin C!

French or Spanish

Exam Board: Pearson Edexcel

French Code: 1FR1

Spanish Code: 1SP1



75% of the world speak no English at all and over 400 million people do speak Spanish! French is spoken as an official language in 29 countries throughout the world.



The ability to speak and understand another language can be extremely useful as well as both rewarding and enjoyable when visiting other countries.

A language GCSE is highly valued by both colleges and universities and can combine with a variety of other subjects to widen your career prospects.

Popular combinations include the study of a language alongside law, engineering, architecture, fashion, marketing, business and politics to name but a few. As well as the academic benefits, the study of a language provides the opportunity to develop your communication skills.



What you will study



Students are given the opportunity to understand and provide information and opinions about these topics relating to their own experiences and those of other people, including people in countries/communities where French/Spanish is spoken.

- » Self, Family and Friends
- » Technology in Everyday Life.
- » Free Time Activities.
- » Customs and Festivals.
- » Local Area, Social and Global Issues.
- » Travel and Tourism.
- » Current and Future Study and Employment.

Assessment Format



GCSE French/Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers are taken at the end of Year 11.

Paper 1: Speaking

Communicating and interacting effectively in speech for a variety of purposes. Approximately 10-minute non-examined assessment worth 25% of the GCSE.

Paper 2: Listening

Understanding and responding to different types of spoken language. A written exam worth 25% of the GCSE with answers in English.

Paper 3: Reading

Understanding and responding to different types of written language. A written exam worth 25% of the GCSE with all answers in English.

Paper 4: Writing

Communicating effectively in writing for a variety of purposes. A written exam worth 25% of the GCSE.

Exam
100%



Geography

Exam Board: AQA Code: 8035



Geography focuses on the world TODAY. It involves the study of places, people and the relationships between the **HUMAN** and **NATURAL** environments. The subject highlights issues that are happening in the world **RIGHT NOW**. In one lesson, we may study slums in Mumbai, India; we may then focus on disaster-prone cities in California.

Rainforests, deserts and other ecosystems are investigated in detail, studying **WHERE** they are, **WHY** they are there, **WHAT** they are like and **HOW** people both exploit and protect these fragile environments. The range of skills developed in the subject provides an excellent background for a variety of careers, as well as providing a firm foundation for further study at college and university. Geography students develop decision-making skills that they find invaluable throughout their lives.

Geography is widely viewed as one of the most useful optional GCSE subjects, as it provides skills which colleges, universities and employers look for in applicants. Geography contributes to the 'English Baccalaureate' qualification and has also been identified by colleges and universities as one of the eight 'facilitating subjects' recommended for 'A' Level study.

Australia is wider than the moon.
The world's population could fit
inside Los Angeles!



What you will study



The employment rate for Geography graduates is extremely high. The subject links directly to jobs in geology, seismology, engineering, volcanology, meteorology, marine biology, zoology and planning/architecture. The travel industry and NGO/charity work are also popular destinations for graduates.

Unit 1: 'Living with the physical environment'

Natural Hazards, coasts, glaciated landscapes, rainforests and deserts

Unit 2: 'Challenges in the human environment'

World Cities, economic development, global resources

Unit 3: 'Geographical Applications'

Fieldwork, geographical skills, issues investigations (slums in 2020)

Assessment Format



All assessment will take place at the end of Year 11 in the form of three written examinations, one for each unit. As with most GCSE courses, the 'coursework' or 'controlled assessment' element has been removed. However, there will be MORE fieldwork than in previous courses. The field trips will focus on skills and techniques that will be assessed in Paper 3.

Paper 1: 'Living with the physical environment'

Written exam - 90 minutes (35% of GCSE total)

Paper 2: 'Challenges in the human environment'

Written exam - 90 minutes (35% of GCSE total)

Paper 3: 'Geographical applications'

Written exam with pre-release materials - 75 minutes (30% of GCSE total)

Exam
100%



History

Exam Board: EDEXCEL Code 1H10

The EDEXCEL GCSE in history covers four main units which give our pupils an excellent understanding of some of the key themes of modern-world and medieval history.

Studying the dictatorship of Nazi Germany gives pupils an introduction to the dangers of extremist governments while our Cold War unit introduces the concept of ideology and rivalry between countries – and the types of events and misunderstandings which can worsen or improve the relationship between two countries.

By studying Early Elizabethan England, 1558-1588, pupils will look at a key point in British history and how a female leader made her mark in a male dominated world, while the 'Medicine Through Time' unit gives pupils an appreciation of the key changes over the last 1000 years which have helped to create the world we live in today.

What you will study



There are four main units covering nearly 1000 years of British and world history:

Germany 1919 - 1939 - A study of the chaos caused in Germany by their defeat in the First World War, the rise of Hitler and the Nazis and life in Nazi Germany between 1933 and 1939.

Early Elizabethan England 1558-1588. A short time span study encompassing the key events in the first 30 years of Elizabeth's reign. This unit gives pupils an understanding both of the challenges faced by England at this time and the nature of English society.

Medicine Through Time, 1250 – present day – A thematic unit which requires pupils to understand change and continuity over a long period of time. This unit focuses on changes in medicine with a historical environment case study on the trenches of the First World War.

The Cold War 1945 - 1991 - A study of the events which followed World War Two, the intense rivalry between America and the USSR and the events which could have sparked the Third World War including the nuclear weapons which could have ended life on Earth!

Assessment Format



100% of the history grade is assessed over 3 exam papers:

Paper 1 - Medicine Through Time - 30%
1hr 20 mins

Paper 2 - Early Elizabeth England 1558-1588 / International relations and the Cold War - 40% 1hr 50 mins

Paper 3 - Weimar and Nazi Germany 1919-1939 - 30% 1hr 30 mins



Exam
100%

The word history comes from the Ancient Greek word 'Historia' which means 'enquiry'. The first book using this title was published in Athens in 430 B.C.



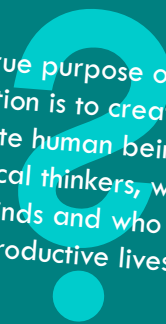
Music

Exam Board: EDUQAS Code: C660QS

Music is a demanding yet enjoyable course and a great opportunity to improve your musical skills and knowledge.

Pupils who are considering this GCSE option must be prepared to work hard and engage in musical activity, both inside and outside the classroom.

The true purpose of music education is to create more complete human beings who are critical thinkers, who have curious minds and who can lead productive lives.





The GCSE is separated into 3 different areas:

1. Playing music (coursework = 30%)

You must be willing to do one of the following:

- Perform on a musical instrument of your choice, as a soloist and as an ensemble.
- Sing as a soloist and within an ensemble.

There is no performance exam, and you can re-record your performance as many times as you wish during Year 11.

2. Creating music (coursework = 30%)

Two pieces of music will be produced during class time using Cubase Elements 12 music production software.

- Create one piece of music in a style of your choice.
- Create a second piece of music in response to a set brief issued by the exam board.

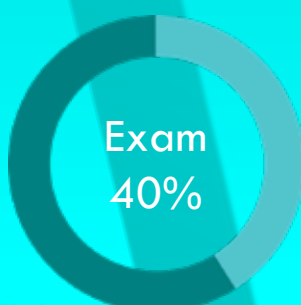
3. Listening to music (exam = 40%)

By the time you get to the exam element of the course in Year 11, you will have already completed 60% of the course.

During the course you will have a weekly lesson dedicated to developing your aural skills and learning about different styles of music from different times and places.

The four areas of study are:

- Musical forms and devices
- Music for ensemble
- Film music
- Popular music



Assessment format

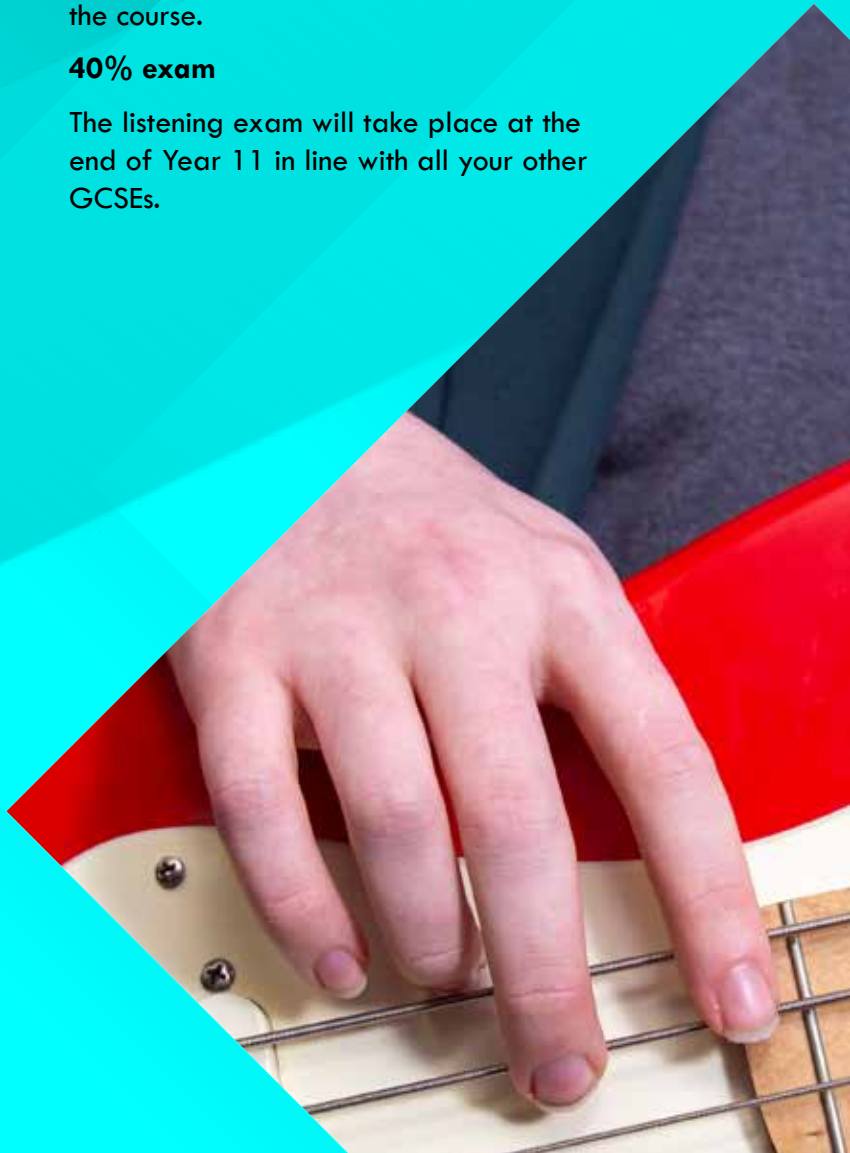
60% coursework

Playing and creating music are controlled assessments that are completed in lesson time, marked by your teacher and then sent to the exam board for moderation.

You will submit recordings of at least 2 performances and 2 compositions during the course.

40% exam

The listening exam will take place at the end of Year 11 in line with all your other GCSEs.



What if this course is oversubscribed?

You will submit a recording of an instrumental or vocal performance of a song of your choice. The accuracy, technical control and projection of the performance will be assessed by staff in the music department.

Performing Arts

Exam Board: AQA Code: 8261

Performing Arts Technical Award is both a practical and written based course that allows students to explore both the performance and design skills of a professional and the performing arts industry. Students will produce practical performances based on set texts for Component 2. Students will study from a variety of professional works, using the scripts as page to stage and create a written reflection on this work. Students will learn about a range of theatrical skills, techniques, styles and genres to develop in both performance and their knowledge and understanding of the production process.

Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts with a focus on the world of work and the arts industry. Whatever the future holds, students of Performing Arts Technical Award emerge with a tool kit of transferable skills, applicable both in further studies and in the arts workplace.

Did you know that the average wage for a Sound Engineer is **£35,000!**

Exam
40%

What if this course is oversubscribed?

Students should be motivated to learn about the arts industry as a whole. Students will display performance skills, knowledge and understanding of genre, style and techniques and the ability to analyse and appreciate the work of professionals through both written and practical assessed work.

What you will study



Component 1 (Internally assessed, externally moderated):

Students will learn about professional theatre and how the production process and the variety of job roles in a theatre work collaboratively to create professional productions. This will include studying performers, designers, types of stages and jobs in the theatre to form knowledge and understanding of working professionally in the arts. Students will investigate how professional performance or production work is created and then demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work using a given brief.

Component 2 (internally assessed, externally moderated):

Developing Skills and Techniques in the Performing Arts: Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. Students will communicate intentions to an audience through a chosen discipline, such as performing or designing in any performance style from acting, dance or musical theatre. In this component, students will develop performance or design skills and techniques. They will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. Students will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. Students will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

Component 3 - Responding to a Brief (Externally assessed):

Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, students will have the opportunity to respond to a brief. They will be given a brief that outlines the performance and design requirements and asks the cohort to consider target audience and to start the

creative process by using the stimulus included in the brief. Working as part of a group, students then develop ideas for a workshop performance and apply the skills and techniques to communicate their creative intentions to their audience.

Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli
- processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the performing arts, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles. This Tech Award complements the learning in GCSE programmes such as GCSE Drama and GCSE Dance by broadening experience and skills participation in different types of performance activities, with the opportunity to practically apply knowledge and skills through project work, such as developing ideas and performing for specific audiences.

The three performance elements:

Acting/Musical Theatre

- physical, vocal and music skills used by performers
- managing and directing skills used by an artistic director, casting director or musical director
- communication skills used to liaise, direct and perform by a director, actor or musical theatre performer using creative skills, such as writing scripts and composing songs by a playwright or songwriter
- organisational skills used to put on a performance by a director
- responding to stimulus to generate ideas for performance
- exploring and developing ideas to develop material
- sharing ideas and intentions
- developing performance material and outcomes
- organising and running rehearsals/production process

- refining and adjusting material to make improvements
- providing notes and/or feedback on improvements
- production processes

Dance

- managing and directing skills used by a choreographer
- communication skills used to liaise, direct and perform by a choreographer/dancer
- communication skills used to liaise, direct and perform by a choreographer
- organisational skills used to put on a performance by a choreographer
- responding to stimulus to generate ideas for performance
- exploring and developing ideas to develop material
- sharing ideas and intentions
- production process

Design

- managing and directing skills used by an artistic director
- communication skills used to liaise, direct and design by a designer, using creative skills, such as designing set, costume, props, makeup, lighting or sound
- organisational skills used to put on a performance by a designer
- responding to stimulus to generate ideas for design material
- exploring and developing ideas to develop material
- sharing ideas and intentions
- developing designs and outcomes
- organising and running rehearsals/production process
- refining and adjusting material to make improvements
- providing notes and/or feedback on improvements production process

The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance.

Physical Education

Exam Board: OCR Code: J587



Though weighing only 0.3 kilograms on average, a healthy heart pumps 9,100 litres of blood through 60,000 miles of blood vessels each day.

Studying GCSE PE opens students' eyes to the amazing world of sports performance. Not only do they have the chance to perform in three different sports through the non-examined assessment component, they can also develop wide-ranging knowledge into the how and why of physical activity and sport.

The combination of physical performance and academic challenge provides an exciting opportunity for students. They can perform, and then through the academic study learn how to improve their performance through application of the theory.

What you will study



PE is taught about through a range of different contexts and the impact it has on our own and others' everyday lives. Students learn the reasons why we do things and why some people outperform others – mentally and physically. They also delve into the ethical considerations behind the use of drugs and gain an understanding of the consequences of inactivity and poor diet.

GCSE PE includes the compulsory study of: applied anatomy and physiology; physical training; sports psychology; socio-cultural influences and health; fitness and wellbeing. Alongside this are the skills of PE, which are examined via the non-examined assessment (NEA) component.

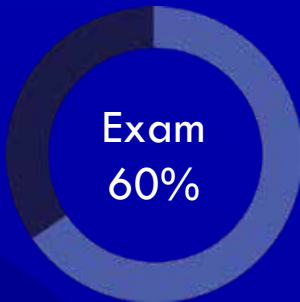
Assessment Format



The GCSE PE specification content is divided into three components. Each component is further sub-divided into topic areas and the detailed content associated within these topics.

Components 1 and 2 are delivered in manageable units where you will apply your knowledge and understanding in two written examination papers taken at the end of the two year course.

Component 3 is NEA, and is internally assessed and externally moderated. The NEA consists of practical performance through a combination of team, individual and coursework assessment.



Exam
60%

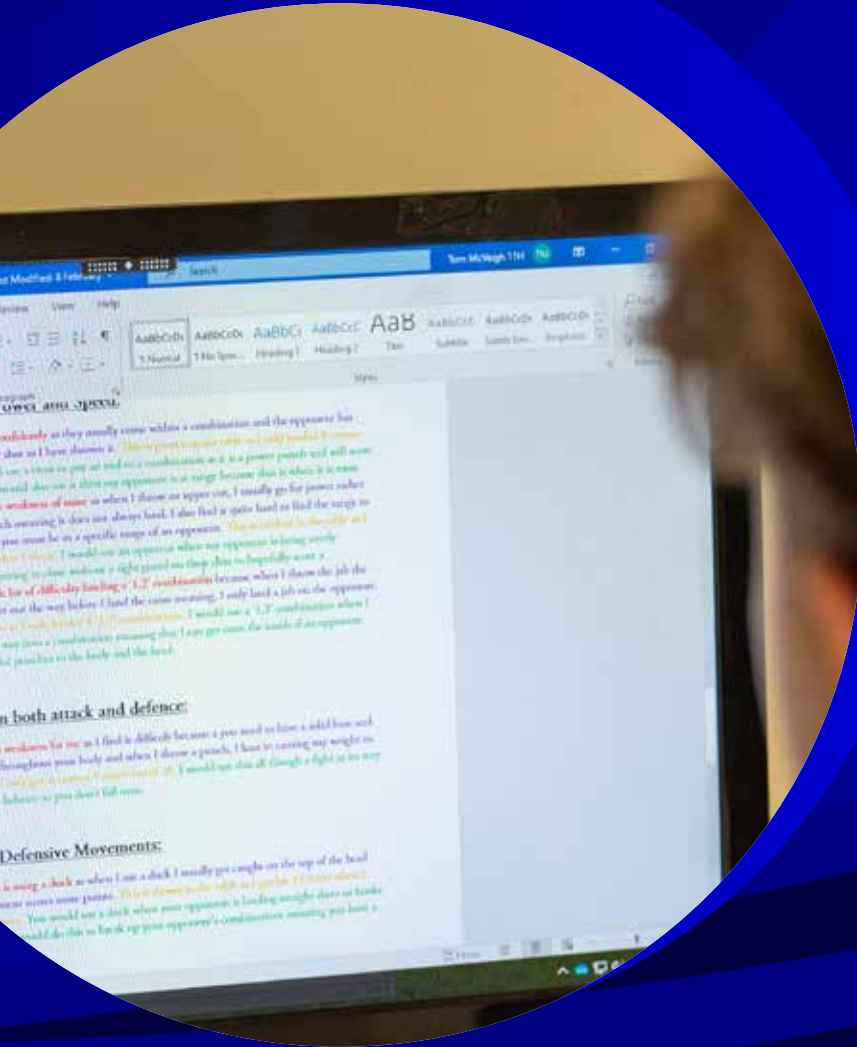
What if this course is oversubscribed?

It is important that all our options pupils promote a healthy and active lifestyle, we want you to be role models that others look up to. Give us a description of your sporting background and your level of participation with sport to date.



Sports Science

Exam Board: OCR Code: J828



Elite sport has fully embraced sport science and considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in sport science offer students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles

and psychology in sport and sports performance.

We can trace sports science back to its origins since the very first Olympic games, which is said to occur in 776 BC in Olympia, Ancient Greece.

What if this course is oversubscribed?

It is important that all our options pupils promote a healthy and active lifestyle, we want you to be role models that others look up to. Give us a description of your sporting background and your level of participation with sport to date.



R180: Reducing the risk of sports injuries and dealing with common medical conditions (40%)

This is assessed by an exam. By completing this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.

R181: Applying the principles of training: fitness and how it affects skill performance (40%)

This is assessed by a set assignment and is coursework based. By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back.

R183: Nutrition and sports performance (20%)

This is assessed by a set assignment and is coursework based. By completing this unit you will gain understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer.



The coursework units are assessed through 'set assignments' and are completed throughout the two years. The written exam/assessment will take place at the end of Year 11.

Exam
40%





Sports Studies

Exam Board: OCR Code: J829

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





R184: Contemporary issues in sport (40%)

This is assessed by an exam. By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

R185: Performance and leadership in sports activities (40%)

This is assessed by a set assignment and is coursework based. In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You 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 you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

R187: Increasing awareness of Outdoor and Adventurous Activities (20%)

This is assessed by a set assignment and is coursework based. In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/ adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

Sports and physical activity contributes £39 billion to the UK economy. Whilst boasting over 900,000 jobs within the industry.

Assessment Format



The coursework units are assessed through 'set assignments' and are completed throughout the two years. The written exam/assessment will take place at the end of Year 11.

**Exam
40%**

What if this course is oversubscribed?

It is important that all our options pupils promote a healthy and active lifestyle, we want you to be role models that others look up to. Give us a description of your sporting background and your level of participation with sport to date.



Triple Science

Exam Board: AQA Code: 8461, 8462, 8463

What you will study



If pupils choose triple award science they will study the three separate sciences biology, chemistry and physics in much greater detail and depth than they would if they were to follow the combined science course. We would strongly recommend that if pupils are considering studying any of the sciences at A-level they choose triple science as one of their options. Pupils studying triple science will have five lessons of biology, five lessons of chemistry and five lessons of physics each fortnight, and have a specialist teacher for each subject. Pupils will then be awarded three science GCSEs at the end of their studies one in biology, one in chemistry and one in physics. The Confederation of British Industry has stated that studying triple science at GCSE gives pupils more time to properly understand the separate subjects, and allows them to gain the confidence to study them at A-level or university.

The extra content studied in biology, chemistry and physics includes many aspects of the A-level sciences, making the transition to A-level study easier. Not only does it allow you to gain an extra qualification, triple science is also a highly regarded and recognised route, which can support applications to the top Russell group universities to study medicine and other science related degrees, such as engineering, pharmacology and biomedical sciences.

Triple science allows pupils to develop their passion for the subject with other like-minded pupils, who have also chosen triple science as an option. It will allow pupils to study increased content within the three areas of science, and so allow them to develop both their scientific skills and knowledge of the subject. The topics studied in combined science are the same as those studied in the separate sciences. However, if pupils do choose to study the separate sciences they will study each of these topics in greater detail, and so further develop their knowledge and understanding of each of the subjects. There is also an additional unit of space physics studied as part of the GCSE

physics course which does not form part of the Combined Science GCSE. The following topics will be studied as part of the Triple Science GCSE:

Biology Topics: Cell Biology; organisation; infection & response; bioenergetics; homeostasis & response; inheritance, variation & evolution; ecology.

Chemistry Topics: Atomic structure & the periodic table; bonding, structure & the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate & extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

Physics Topics: Forces; energy; waves; electricity; magnetism & electromagnetism; particle model of matter; atomic structure; space physics.

Assessment Format



For each of the separate sciences; biology, chemistry and physics, pupils will be assessed by two written examinations. Each examination will be one hour and forty five minutes and will be worth 50% of the GCSE grade in that subject.

Exam
100%

If you took all the empty space out of our atoms, the entire human race could fit in a space the size of a sugar cube.





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