



Year 9 Subject Options 2026



St. Peter's Catholic High School

*A learning and serving community enriched through
friendship and Christian faith'*

“The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. This is why there are so many subjects - because development is the result of different elements that act together and stimulate intelligence, knowledge, the emotions and the body. ” **Pope Francis**



Headteacher's Introduction



Dear Year 9 Pupils , Parents and Carers,

We are coming to an exciting and important stage of your child's time here at St. Peter's – the point at which you need to decide which courses to study in Years 10 and 11 for your public examinations in Year 11.

The GCSE courses have changed considerably over the last four years.

Most courses will be assessed solely on pupils' performance in the final written

papers in the summer of 2028. Much of the work you are already doing and ALL of the work done throughout Years 10 and 11 will therefore contribute very significantly to the final outcomes. Outstanding attendance will clearly be a crucial factor in ensuring your success in the exams.

This booklet is intended to provide an overview of the core curriculum on offer to pupils entering Year 10 in September 2026. It also provides information about all the subjects that are available for pupils to choose. As a school we have decided whether Pathway A or B is most suitable for you based on conversations with the Learning Support and Pastoral teams. Most pupils will choose from Pathway A. A small group of students are advised to choose from Pathway B based on specific needs. Please be assured that this decision has been taken carefully with the best interests of each pupil in mind, but if you feel that the other pathway would be more appropriate please contact Mrs Makin to discuss this.

This offer is based on current Government guidance, OFQUAL information and our current staffing structure. If these change we may need to alter our offer accordingly.

We hope that you will look forward to your last two years at St. Peter's and that you will work hard to achieve great success. With the right attitude and the support of teachers, staff and parents we can achieve success and a positive, enjoyable experience for everybody at St. Peter's.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A. McGlown'.

A. McGlown (Mr)

Headteacher

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A graphic of a winding road in a dark red color with a dashed white line down the center. Along the road are seven numbered markers, each in a light brown teardrop shape with a white circle in the center containing a number from 1 to 7. The markers are positioned at various points along the road's path.

Early December 2025

Electronic version of the Options booklet shared on the school website

Tuesday 6th January until Friday 16th January

Subject Presentations will be made during lesson time with an opportunity for Q/A

Thursday 22nd January (4.30—6.30pm)

Options Fair held in the Sports Hall. Subject information, as well as the opportunity to discuss with current KS4 students. Local sixth form colleges in attendance

Please bring your options booklet—these will be handed out earlier this week

Thursday 29th January

Y9 Parents' Evening

It is also possible to make an appointment with Mrs Maloney to discuss subject choices

Friday 30th January

Mrs Maloney available for any further discussion around subject choices

Monday 2nd February

Electronic options form issued

Friday 6th February

Deadline for Options form to be completed.

CORE CURRICULUM

The following subjects make up the core curriculum on offer at St Peter's in Years 10 and 11. All pupils study the core curriculum and will receive the following number of 50 minute lessons in each core subject over a two week period.

| Subject | Year 10 Lessons per fortnight | Year 11 Lessons per fortnight |
|-------------------|-------------------------------|-------------------------------|
| English | 8 | 10 |
| Maths | 10 | 8 |
| Science | 12 | 12 |
| RE | 6 | 6 |
| Non – GCSE PE | 4 | 4 |
| Curriculum 4 Life | 2 | 2 |



Pupils - How to make the right decision for YOU!

You are about to move into Key Stage Four and we are going to ask you to make some important decisions.

All pupils will study courses in Religious Education, English, Mathematics, Science, PE and Curriculum 4 Life. However, beyond this you will need to choose the courses that best suit your talents and hopes for the future.

When making your choices, consider:

- What subjects do you enjoy or find interesting?
You are more likely to do well at something you like.
- What are your best subjects?
You should develop your strengths.
- Do you have a course or career in mind when you leave school?
What qualifications will you need to do this?
- Will your choices give you a broad and balanced range of subjects?
If you are specialising in an area is that the best area for you?

If you are not sure what you would like to do in the future **DON'T** worry. You should try and keep your options open to decide later.

It is important to remember that to be successful and achieve your best you need to:

- Attend all lessons
- Work hard each lesson
- Keep up to date with all classwork, homework and coursework assignments.
- Ensure that you regularly do some form of Independent Learning.

How do I find out about the Year 10 courses and my choices?

What to do next:

- **READ** this booklet carefully
- **TALK** to your parents/carers
 - to your subject teachers
 - to your form tutor
 - to pupils in Y10 and Y11—use the Options Fair for this
- **LOOK** at the information about the courses and career Post-16
- **ASK** everyone will try to help and advise you

Things to avoid

- Don't choose a subject because of a particular teacher—some subjects are in more than one option block so have multiple teachers.
- Don't choose a subject just because your friend has chosen it—you might end up in a different class or, worse still, end up not enjoying that course.





Core Subjects



GCSE ENGLISH

Examination Board: AQA

Specification: English Language and English Literature.

Head of Department: Mrs A Anglesea

What Will I Learn?

Students will be able to read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.

Specifically, students should be able to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition students' speaking and listening skills will also be developed:

- listen to and understand spoken language, and use spoken Standard English effectively.

“Literature is a luxury, fiction is a necessity”—GK. Chesterton

English Literature

Students will be equipped with a wide range of skills. In English Literature they will study a variety of challenging texts from the 19th, 20th and 21st Centuries. They will need to understand the historical and social context in which the texts were written and be able to construct logical arguments drawing on their knowledge and understanding of both the characters and themes in each text. Close text analysis will be required as will inference and deduction. Empathy skills will be essential.

English Language

Students will analyse and evaluate unseen fiction texts considering critically how the writer uses language and structure. Comprehension skills underpin the paper. Students will apply their understanding of language and structure when writing creatively in the Writing section of the paper.

Students will also analyse non-fiction written texts for; writers' techniques and methods, their structure and meaning, and their impact on the reader. Texts will include both modern and historical sources. Students will need to demonstrate their understanding by applying these skills in their own writing to argue or persuade in an extended response.

How will I be assessed?

All students will be entered for the same paper. No Higher or Foundation tiers exist. This applies to both English Language and English Literature. The courses are all terminally assessed; this means there is no coursework or controlled assessment on the new specifications. Pupils will sit their English Language GCSE exam and their English Literature GCSE exam at the end of their course. All pupils will need to pass the subject (currently a Grade 5) or will need to revisit the content and re-sit the exams at college.

What can I do after I've completed this course?

Students can explore a wide range of opportunities following completion of their GCSE English courses. English Language and Literature can be continued at A-level and beyond into Further Education to degree-level.



GCSE MATHEMATICS

Examination Board: AQA

Specification: 8300

Head of Department: Mrs G Harasymiw

What Will I Learn?

The Maths GCSE course has a large focus on the application of skills through reasoning and problem solving. The content is split into six strands: Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics.

The GCSE encourages students to develop confidence in, and a positive attitude towards Mathematics and to recognize the importance of Mathematics within their own lives.

“The new Mathematics GCSE will demand deeper and broader mathematical understanding. It will provide all students with greater coverage of key areas such as ratio, proportion and rates of change and require them to apply their knowledge and reasoning to provide clear mathematical arguments. It will focus on ensuring that every student masters the fundamental Mathematics that is required for further education and future careers. It will provide greater challenge for the most able students by thoroughly testing their understanding of the mathematical knowledge needed for higher level study and careers in Mathematics, the Sciences and Computing.”

Michael Gove in Reformed GCSEs in English and Mathematics

“Millions saw the apple fall, but Newton asked why.” – **Bernard Baruch**

How will I be assessed?

GCSE Mathematics has a Foundation Tier (Grades 1 – 5) and a Higher Tier (Grades 4 – 9). Students will sit three question papers at the same Tier lasting one and a half hours each. All question papers must be taken in the same series. There will be one paper testing non-calculator skills and two papers where pupils will be able to use a calculator. The assessment objectives place more emphasis on reasoning and problem solving.

What can I do after I've completed this course?

The course will finish in June of Year 11 and a Grade will be awarded in August. There is no early entry available for GCSE Mathematics. Once completed, those students who have mastered the content at the Higher Tier would be able to go on to study Mathematics at A-Level. All pupils will need to pass the subject (currently a Grade 4) or will need to revisit the content and re-sit the exams at college.

Just a few of the jobs Maths could get you into:

- Finance careers: Accountancy – helping businesses, public sector organisations and charities to look after their money and use it legally
- Actuarial work – calculating risk for insurance companies
- Investment management – helping organisations and wealthy individuals to invest their money wisely
- Investment banking – buying and selling on the financial markets to make a profit or advising companies on taking each other over, raising money or floating on the stock exchange
- Retail banking – helping banks to provide services to ordinary customers.
- Engineering
- Teaching
- Computer Science
- Cryptology

Recommended websites to support your learning

Sparx
Mathswatch



GCSE SCIENCE

Examination Board: AQA

Specifications:

Separate Sciences
(GCSE Biology, Chemistry and Physics).
Three GCSEs are awarded.

Combined Science: Trilogy
(contains Biology, Chemistry and Physics content).
Two GCSEs are awarded.

Combined Science: Synergy
(contains Biology, Chemistry and Physics content).
Two GCSEs are awarded.

Head of Department: Mr L Humphreys

What Will I Learn?

Biology, Chemistry, Physics, and Practical Skills.

There is now the separate option of following the Triple Science route— this will take up one of the students' options. All other students will follow the Combined Science course — either Trilogy or Synergy Science depending on their suitability for each pathway.

“ Nothing in life is to be feared, it is only
to be understood. Now is the time to un-
derstand more so that we may fear less”

- Marie Curie

How will I be assessed?

Separate Sciences: Two exam papers for each Science. Each paper is 1 hour 45 minutes long. The exams contain additional content that is not covered in the Combined Science course.

Combined Science: Six exam papers in total, two in each Science. Each paper is 1 hour and 15 minutes long.

There is no longer a controlled assessment task in the new GCSE. Skills related to planning, analysing, concluding and evaluating are assessed through links to 'required practicals'. These types of questions are worth 15% of an exam paper.

The proportion of mathematical questions in a Physics paper will be approximately 30%

The proportion of mathematical questions in a Chemistry paper will be approximately 20%

The proportion of mathematical questions in a Biology paper will be approximately 10%

What can I do after I've completed this course?

Combined Science and Separate Science provide preparation for AS/A level. The philosophy of the Science courses is that they have something to offer every student, whatever their aspirations. From chef to nuclear physicist, construction apprentice to cancer researcher.





GCSE RELIGIOUS STUDIES

Examination Board: Edexcel

Specification: A

Head of Department: Mr G Bowden

What Will I Learn?

Students will develop knowledge and understanding of religious beliefs, teachings, practices and sources of wisdom and authority. They will study religious texts, works of art and key scriptures for Catholic Christianity and Judaism. They will develop the ability to construct well-argued, well-informed, balanced and structured written arguments. They will engage with questions of belief, value, meaning, purpose, truth, and their influence/impact on human life. Pupils will be encouraged to reflect on their own values, beliefs and attitudes in light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community as sensitive and mature young Catholics.

Content Includes

| | |
|-------------------------------|---|
| Paper 1 Catholic Christianity | <ol style="list-style-type: none">1. Beliefs and Teachings2. Practices3. Sources of Wisdom4. Forms of Expression |
| Paper 2 Judaism | <ol style="list-style-type: none">1. Beliefs and Teachings2. Practices |
| Paper 3 Philosophy and Ethics | <ol style="list-style-type: none">1. Arguments for God's existence2. Religious teachings on family/relationships |

How will I be assessed?

3 exams in total:

1 x 1hr 40 mins (Paper 1 Catholic Christianity) and

2 X 50 mins (Paper 2 Judaism and paper 3 Philosophy and Ethics)

What can I do after I've completed this course?

Further qualifications can be gained. Religious Studies is a well -recognised and highly sought-after qualification which can be the passport into many professions and areas of employment. Skills such as; in depth explanation, correct use of source material and discursive, evaluative writing are highly desirable. As a pupil of a Catholic school, a good RE result indicates that you have made a conscious attempt to engage with the ethos of that faith community.

“Schooling deprived of religious insights is wretched education” - Russell Kirk





Curriculum for Life (C4L)

Head of Department: Mrs C. Welch

What is C4L?

St Peter's Curriculum for Life (C4L) incorporates the Personal Social Health Education (PSHE), Citizenship and Careers Education Information Advice and Guidance (CEIAG) curriculums. It is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. It equips them with knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives. C4L encourages young people to be enterprising and supports them in making positive education and career choices and in managing their finances effectively. C4L also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they will encounter now and in the future.

When will this be delivered?

This programme of learning is delivered at Key Stage 4 in the same way as it is delivered at Key Stage 3. Your child will have two 50 minute timetabled lessons per fortnight in Year 10 and Year 11. The C4L Department also organises a number of extra-curricular events during Key Stage 4 including College and University Visits, Employer Visits, Mock Interview Evening, visits to various Careers Fairs, 'Life Week' workshops and educational theatre company productions.

“The future belongs to those who believe in the beauty of their dreams.” – Eleanor Roosevelt

Why is C4L Provision Important to Schools?

Curriculum for Life makes a major contribution to schools' statutory responsibility to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Teach relationships and sex education

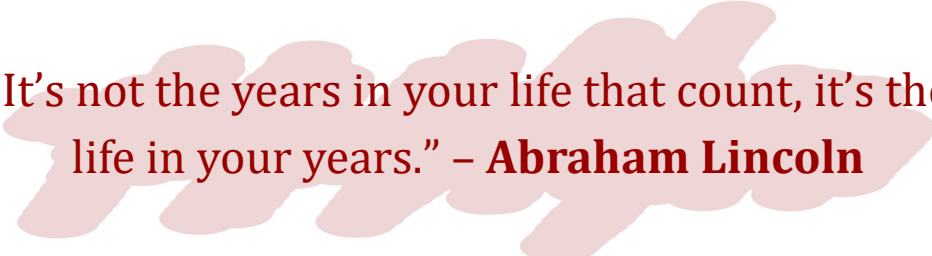
C4L also makes a significant contribution toward the school's statutory responsibility for Careers Guidance:

- Ensures there is a stable programme of careers education and guidance which connects learning to the future and allows understanding of and time to consider career and labour market information.
- Motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding.
- Widens pupils' horizons, challenges stereotypes and raises aspirations.
- Provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life including informing pupils of the alternative options post-16 as well as the traditional pathways. Ensuring that students have information about all the types of education and training they could pursue, and hear directly from different types of providers.

C4L also contributes to the school's statutory requirements to promote British Values. The programme of study includes opportunities for our young people to understand how as citizens they:

- can influence decision-making through the democratic process.
- are protected by the law.
- should challenge and not accept or tolerate prejudicial or discriminatory behaviour.

Although pupils are assessed on their knowledge and understanding, participation in the lessons and expressing opinions this is not a GCSE or BTEC course, therefore, there are no examinations in this subject.



“It’s not the years in your life that count, it’s the life in your years.” – Abraham Lincoln





GCSE Option Subjects



GCSE ART & DESIGN; FINE ART

Examination Board: AQA

Specification: ART AND DESIGN; Fine Art

Head of Department: Miss G Gaskell

Do you enjoy:

- Being imaginative, creative and inventive?
- Practical lessons where you have the opportunity to develop technical skills and create exciting personal work?
- Drawing, painting, making and experimenting with varied materials?

If you have answered yes to any of the questions above, GCSE ART AND DESIGN is a possible option choice for you.

What do I need to know, or be able to do before taking this course?

The most important qualities you need to be successful on the course are a real enthusiasm for creating your own artwork and an eagerness to explore new techniques and really experiment with ideas. You cannot opt to take both Art and Photography as there is significant overlap between the two courses.

What Will I Learn?

The course offers you exciting opportunities to experiment and express your ideas in an ambitious and individual way. Lessons involve much practical work. You will build upon and develop your technical, analytical and critical skills and gain confidence in your approach to your art work. You will have the opportunity to draw, paint, photograph and create 3D sculptures; developing an individual body of work in response to the project. You will be introduced to the work of a variety of artists to help you with the development of your own ideas.

How will I be assessed?

There are two components to the GCSE course; the Portfolio of Work and the Externally Set Assignment.

The Portfolio (or coursework) is worth 60% of your final Grade and is made up of two in-depth practical projects which span Year 10 and the Autumn Term of Year 11. All work done in lessons and at home throughout this time builds up your portfolio.

The Externally Set Assignment (exam) is worth 40% of your final Grade and begins in January of Year 11. You will be given a period of preparation time to investigate, research and explore one of several exam questions. In this time you will produce a collection of work which will support you in the creation of one or more final pieces which you will complete in the 10 hour controlled examination time.

There is no written examination, however there is a requirement to write about your own work and the work of others within your sketchbook, throughout the course. All your work is marked together and at the end of Year 11.

What can I do after I've completed this course?

GCSE Art & Design could lead to a variety of courses at college. These could include A levels in Art, Craft and Design, Photography, Graphic Design, 3D Design, Textiles or an extended Diploma in Art and Design. These college courses could lead you to take a creative degree at university and beyond!

Career opportunities are vast... These could include fine art, graphic design, product design, multimedia programming, fashion, animation, illustration, architecture, textiles, ceramics, games design and many more. New technologies are creating a whole new range of careers where art and creative thinking is a requirement.





GCSE ANCIENT HISTORY

Examination Board: OCR

Specification: J198

Head of Department: Mr. P Hinds

Do You Enjoy:

- Finding out about the ancient world and understanding the legacy of the ancient world in today's society
- Studying the great characters that shaped the ancient world such as Pericles and Xerxes
- Politics, archaeology, war, society, literature and art
- Reading stories and myths about the origins of ancient civilisations

Thinking for yourself and making judgements

If you have answered yes to any of the questions above, Ancient History is a possible option choice for you.

What do I need to know, or be able to do before taking this course?

You will need to be interested in the ancient world. You will have built up a bank of historical skills to do with evaluation, analysis and communication in KS3 that will transfer into Ancient History GCSE. You do not need any prior knowledge.

If you are considering Ancient History please see Mrs Holland for more information.

**“The destiny of a man is in his own soul”
- Herodotus**

What will I learn?

- The Persian Empire, 559-465BC (a period study focusing on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I)
- Alexander the Great 356 – 323BC (a depth study covering the upbringing, character, beliefs and life of Alexander, the reasons for his campaigns and his main battles, significant events in Alexander's life and the Macedonian army under Alexander).
- The foundations of Rome: from kingship to republic, 753 – 440BC (a period study focusing on the kings of Rome and the early Roman Republic from Romulus to Appius Claudius, including political, religious and social change, the impact of warfare and separating myth from reality)
- Cleopatra 69BC – 30BC (a depth study covering Cleopatra's life and character, Cleopatra as Queen of Egypt, her relationships with Caesar and Mark Antony and the Battle of Actium).

How will I be assessed?

There are two exams of 1 hour and 45 minutes. These form 100% of the course and are taken at the end of Y11. Each period study is 27.5% of the final mark and each depth study is 22.5% of the final mark.

What can I do after I've completed this course?

You can continue with Ancient Studies at Runshaw College, following the Classical Civilisation A Level or Winstanley College with Ancient History A Level. You can also continue into any A Level History course as the skills are highly transferrable.



GCSE COMPUTER SCIENCE

Examination Board: OCR

Specification: Computer Science J277

Head of Department: Mr Alston

Do You Enjoy:

- ✓ Solving problems?
- ✓ Writing computer programs in Python?
- ✓ Using computers?
- ✓ Have an interest in what's inside a computer and how they work?
- ✓ Investigating how computers communicate through networks?

If you have answered yes to all of the questions above, GCSE Computing is a possible option choice for you.

What do I need to know, or be able to do before taking this course?

You need to have good mathematical skills and have a *keen interest* in computers. It is recommended that you are in set 1, 2 or 3 for Maths in order to work effectively with the numeracy demands of the course. Please discuss this further with Mr Alston.

What Will I Learn?

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

How will I be assessed?

Written Exam on Computer Systems 50% (1 hour 30 minutes)

Written Exam on Computational Thinking, Algorithms and Programming 50% (1 hour 30 minutes)

What can I do after I've completed this course?

A-Level Computer Science, Computing BTEC Level 3 or it can be the entry point into apprenticeship in the IT, Software Development, Web Development, Telecoms or Cyber Security sector

"The computer was born to solve problems that did not exist before" - **Bill Gates**





PERFORMING ARTS

GCSE DANCE

Examination Board: AQA

Specification: Dance

Head of Department: Miss D Walsh

Do You Enjoy:

- Performing in front of others
- Working as part of a team
- Performing and creating Dance
- A practical based subject
- Using your imagination

If you have answered yes to any of the questions above, this GCSE subject is a possible option choice for you.

What do I need to know, or be able to do before taking this course?

You do not need any previous training or experience of Dance in order to be able to take this option, although a keen interest in dance is essential. You need to be enthusiastic, open minded and up for a physical challenge. During the practical lessons, you will have the opportunity to learn the skills you need in order to create your dances. In addition to this, you will also watch professional performances and learn how to describe, analyse, evaluate and interpret the features of the dance using appropriate Dance terminology.

Although Dance is a practical subject you will be required to complete a written exam at the end of the course. Therefore a willingness to apply yourself equally to the theoretical and practical components of the course is essential.

What Will I Learn?

Dance is a challenging GCSE, where you will develop your ability to:

- Perform to an audience
- Gain confidence
- Describe, explain, analyse and evaluate practical work ,professional dances and the work of others
- Understand the skills required to be a performer
- Choreograph your own dances using a variety of different approaches
- Experiment with a variety of dance styles
- Respond creatively to a variety of stimuli

Component 1: Performance and Choreography (60%)

This is a practical component and is divided into two assessments: Performance and Choreography. Both are worth 30% of the GCSE.

1) Performance

You will develop and apply the knowledge, understanding and skills required to perform dance. You will be assessed on your ability to accurately reproduce material, physical skills, overall sense of performance, communication and safe practice as a performer. This task requires you to perform as a soloist and in a duo/trio.

- **Solo** – There are 4 set phrases of dance. Your teacher will select two set phrases to perform for assessment. The dance will last approximately one minute.
- **Duo/Trio** – This is a performance piece choreographed by both the teacher and student. It must include the remaining two set phrases from the solo performance.

Both performances are marked by your teacher and moderated by AQA.

2) Choreography

This task requires you to respond creatively to an externally set stimulus and to choreograph your own complete dance. The choreography must either be a:

- a Solo: 2 – 2 ½ minutes
OR
- b Group Choreography for 2-5 dancers: 3 – 3 ½ minutes

This is marked by your teacher and moderated by AQA.

Component 2: Dance Appreciation (40%)

This is a written exam in which you will be assessed on your knowledge and understanding of choreographic processes, performing skills and the ability to appreciate your own work and an anthology of professional works.

Students have 1 hour and 30 minutes to answer the paper. This is marked by AQA.

What can I do after I've completed this course?

The GCSE Dance course provides students with knowledge of the subject and the specialist skills necessary to continue their professional education in Dance. This course provides a strong foundation to:

- BTEC Level 3 National Diploma courses in Dance and Performing Arts
- A-level Dance or A-Level Performing Arts.
- Higher Education in Dance, Performing Arts and PE.
- Professional training.
- Community activities.

In addition, the skills acquired through the study of GCSE Dance such as teamwork, problem-solving, management and motivation of others, communication and expression are transferable to almost any career and further studies.



GCSE DESIGN & TECHNOLOGY PRODUCT DESIGN

Examination Board: AQA

Specification: Design and Technology 8552

Head of Department: Miss F Shiel

Who Might Enjoy This Subject?

Design and Technology Product Design is for a wide mixture of students; whether you want a trade background, Architect, Furniture, graphic or interior designer. It is the closest DT subject to what students have studied at KS3. It is aimed at creative students who want to continue to work in wood, metal and plastic. At KS4 students will go into more depth in their learning and their practical making skills. Students who know they want to follow a design, crafting, engineering, electrical or trade path who can then specialise at college will be ideal candidates for this course.

What Will I Learn?

Students will learn the properties of materials and their life cycle, processes, design movements. How designs can be influenced by nature, culture, social factors and by the user's needs.

Students will build on their making skills to a high level and learn how to use CAD techniques and CNC equipment, such as our 3D printers and laser cutters in their own work.

Students will make a series of mini projects in Year 10 and learn theory behind the materials and equipment. They will learn about designers, the environment and how they impact design.

Then produce their own project in Year 11 which is loosely based on one of three topics from the exam board. They will design with the user in mind and research, plan, manufacture and evaluate.

The written paper tests their knowledge and asks them to apply it to answer questions on materials, skills, processes, users and the environmental impacts.

How will I be assessed?

During Year 11 students will produce a product based on one of three scenarios provided by the exam board. They will make a portfolio along side their product. It will contain Research, Investigation, Designs, Modelling, Testing and Evaluation. This will be 50% of a student's final grade.

The other 50% is assessed from a written exam testing student's knowledge of materials, processes, recycling, sustainability and user- centred design factors.

What can I do after I have completed this course?

Further study in Graphic Design/Design – many colleges and universities offer Graphic Design courses – Graduates from further education courses work in many areas of graphic design, including design for print, corporate identity, editorial design, illustration, interactive design including app design, e-book design, online marketing, interior design and web design, as well as motion graphics. Graduates also move into careers in marketing, branding, social media, account handling and the creative industries.

A number of students who have completed a Technology course at St. Peter's have gained engineering apprenticeships with a number of local and national companies. BA Systems, MBDA, Heinz and Pilkington Glass offer excellent opportunities with apprenticeships that encourage further education ultimately leading to degree level qualification.

Runshaw College and Wigan College offer BTEC Engineering Level 2 and 3 which allows pupils a traditional route into University and degree courses.

A level Design and Technology: Product Design 3D

Pupils who complete the Technology course have also been successful in Maths and Science (STEM) A levels leading to degree courses and apprenticeships.

The list of technical jobs is limitless and includes; architect, mechanic, design engineer, chemical engineer, mechanical engineer, aeronautical engineer etc.

Students can also use their knowledge of materials and practical making skills to pursue any trade occupation. Electrician, plumber, carpenter, joiner and those in a creative area – stage, theatre, lighting and graphic design.





PERFORMING ARTS

GCSE DRAMA

Examination Board: AQA

Specification: Drama - 8261

Head of Department: Miss D. Walsh

Do You Enjoy:

- Design?
- Acting?
- Performing in front of others?
- Working as part of a team?
- Being creative?
- Working with scripts?
- A practical based subject?
- Using your imagination?

What do I need to know, or be able to do before taking this course?

If you have answered yes to any of the questions above, GCSE Drama is a possible option choice for you. You will enjoy this course if you have an enthusiasm and willingness to develop your current dramatic skills. It is vital that you enjoy working as part of a team as Drama involves a lot of group work – you will be expected to support and encourage each other at all times.

Although Drama is a practical subject you will be required to complete a written/verbal log as well as a written exam at the end of the course. Therefore a willingness to apply yourself equally to the theoretical and practical components of the course is essential.

Having previous experience of performing Drama is not necessary, but we do expect Drama students to be willing to commit to extra rehearsals outside lesson time.

What Will I Learn?

- Drama is a challenging GCSE, where you will develop your ability to:
- Act and perform to an audience and/or act as a designer for a piece of live theatre
- Show innovation
- Gain confidence
- Describe, explain, analyse and evaluate practical work
- Appreciate live theatrical performance
- Control body movements, gestures and expressions
- Study play texts and bring page to stage
- Understand how social, historical and cultural factors affect theatre and drama
- To devise your own work using a variety of dramatic techniques

How will I be assessed?

Component 1: Understanding Drama (40%)

This is a **written exam** in which you will be assessed on your knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on your ability to analyse and evaluate the live theatre work of others

Students have 1 hour and 45 minutes to answer the paper. This is marked by AQA.

The paper is divided into **three** compulsory sections:

- Section A: Theatre roles and terminology
- Section B: Study of set text
- Section C: Live theatre production.

Component 2: Devising Drama (40%)

This is a **practical component** in which you work in a group to create and develop ideas to devise a piece of Drama. You will be able to devise from your own choice of stimulus. In addition to this you must produce a log which can be **verbal** or **written** to document your devising process.

It is marked by your teacher and moderated by AQA.

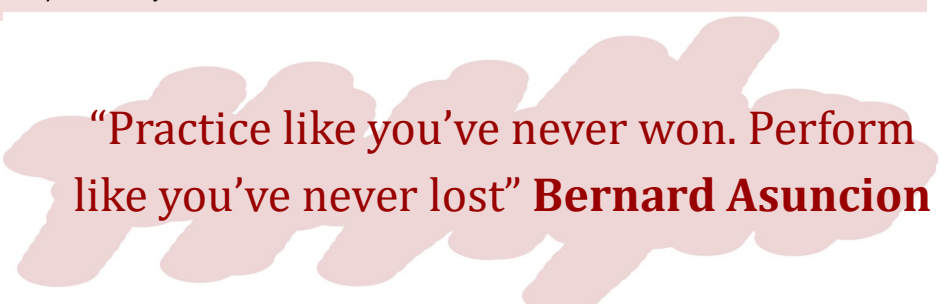
Component 3: Texts in Practice (20%)

This is a **practical component** in which you study and perform, or create designs for, two extracts (monologue, duologue or group performance) from one play text of your choice.

This component is marked by an AQA examiner.

What can I do after I've completed this course?

A GCSE in Drama can provide a sound basis for many post 16 pathways. It offers an excellent grounding for going on to study Drama or Performing Arts at college or university. You might wish to go into a job where it is useful to have had experience of Drama, or where you will need to use some of the skills developed during this course. These may include careers in such fields as law, retail, travel and tourism, sales, marketing, public sector or in fact any career that involves meeting people face to face and interacting with them; the study of Drama can help you develop transferable skills which you can take into any career or job.



“Practice like you’ve never won. Perform like you’ve never lost” Bernard Asuncion



DESIGN AND TECHNOLOGY

GCSE FOOD PREPARATION & NUTRITION

Examination Board: AQA

Specification: Food Preparation and Nutrition 8585

Head of Department: Mrs F Shiel

Who Might Enjoy This Subject?

This GCSE course gives students the opportunity to gain experience by focusing on practical cooking skills. Students will gain a thorough understanding of nutrition, food provenance and the working characteristics of food. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

1. Food, nutrition and health – Macro nutrients, Micro nutrients, Nutritional Needs and Health.
2. Food Science – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food
3. Food Safety – Food spoilage, Contamination and the Principles of Food Safety.
4. Food Choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. Food Provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.

How will I be assessed?

Written Paper 1hr 45mins – 50%

Section A: Multiple choice questions structured to reflect the sections of the specification.

Section B: contains five questions varying in styles of approach and content.

PLUS

Food Investigation – 15%

Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.

Food Preparation Assessment – 35%

Students will plan, prepare, cook and present three dishes within 3 hours.

Written Paper – 50%

The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

Food Investigation – 15%

Students' understanding of the working characteristics, functional and chemical properties of ingredients are assessed through research and experimentation. Students will submit a written report (1,500 – 2,000 words) including the photographic evidence of the practical investigations.

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. Students will submit a written portfolio including photographic evidence.

What can I do after I've completed this course?

Studying Food Preparation and Nutrition can lead to exciting and well paid career options. Consumers are increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspector, Nutritionist, Dietician, Quality Manager, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines. For more information on food careers please visit www.tastycareers.org.uk

GCSE MODERN FOREIGN LANGUAGES FRENCH/SPANISH

Examination Board: Pearson Edexcel

Specification: French (1FR1), Spanish (1SP1)

Head of Department: Mr N Tierney

Do You Enjoy:

- Travel
- Learning about different cultures?
- Foreign film and TV shows?
- Conquering language patterns?
- Figuring out the building blocks as to how a language is formed?
- Interactive games?
-

If you have answered yes to any of the questions above, a GCSE course in a Modern Foreign Language (MFL) is a possible option choice for you.

What do I need to know, or be able to do before taking this course?

Do you have a good eye for detail? Do you enjoy the challenge of getting to grips with new verb tenses and grammatical concepts? Do you relish the challenge of being able to write accurately in a different language or take part in unrehearsed conversations? Do you enjoy different forms of communication? Are you a good listener? Are you patient? Are you prepared to make mistakes and to improve as a result of them? If you have answered yes to any of the above, then you are showing signs that you are a linguist.

If opting for a language, pupils must continue with the subject which they studied in Year 9. Additionally, pupils with prior learning of a second language can study both French and Spanish at GCSE. However studying two languages is very demanding and is recommended only to those students wanting to pursue further study at A Level and beyond. Pupils wishing to study two languages for GCSE must make their Year 9 teacher aware of this as soon as possible.

What Will I Learn?

Language classes at GCSE are interactive, fun and full of surprises. One lesson you may be learning a song to help remember some grammar or you may even be studying a song you already know that has been re-recorded into French or Spanish. The next lesson you could be booking a hotel room, organising a night out in Spanish or writing about your holiday dream. Your progress is really noticeable; soon you'll start talking more, picking up more information in the listening exercises and understanding what you read. You will soon notice your improvement whether translating into the language or from the language into English. You'll feel so much personal satisfaction learning a language at GCSE and the interactive activities and smaller class sizes will really boost your confidence and help you to get more personalised practice and feedback with your teacher.

You will learn to take part in structured conversations as well as practising how to cope with unpredictable tourist situations e.g. at a café, in a hotel or at a tourist office, which form part of the speaking examination. You will have to show commitment to learn a range of answers for a wide range of topics for the conversation element of the speaking exam—think of this as knowing the questions for a job interview before attending the interview—it's a real advantage!

How will I be assessed?

Your listening, reading, writing and speaking skills will all be assessed at the end of Y11. Each skill is worth 25% of your overall GCSE grade and you will be entered for either Higher or Foundation tier.

What can I do after I've completed this course?

| | |
|------------------------------------|-------------------------------|
| Media and Recruitment | Advertising and Sales |
| PR and Accounting | Engineering |
| Journalism Publishing | Footballer and Athlete |
| Pharmaceuticals and Law | Government Diplomatic Service |
| Teaching, Travel & Tourism | Air Cabin Crew |
| Hotel/Restaurant manager | Project Manager |
| (Linguistic) Computer Games Tester | Chef |
| Tour Manager | Talent Scout |
| Retail Buyer | Event/Conference Organiser |
| Broadcasting (BBC) | Banking and Secretarial Work |
| Security Service (MI5) and Police | Armed Forces |

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart” - Nelson Mandela



GCSE GEOGRAPHY

Examination Board: AQA

Specification: 8035

Head of Department: Mr M Makin

Do You Enjoy:

- learning about the natural world?
- learning about different places around the world such as famous countries, cities and mountains?
- learning new skills, such as mapping?
- offering reasons for your opinions?
- Geography lessons at KS3?

If you have answered yes to any of the questions above, GCSE Geography is a possible option choice for you.

What do I need to know, or be able to do before taking this course?

You need to have had some success with your levelled assessments at KS3, and be interested in the world at a local, national and global level.

What Will I Learn?

You will learn about natural hazards such as volcanoes, earthquakes, hurricanes and climate change. You will learn about ecosystems such as rainforests, plus hot deserts or cold environments. You will learn about physical landscapes in the UK and study two from coasts, rivers and glaciers. You will learn about people and towns and cities in poor and rich countries. You will learn about the ways in which countries around the world work, make money and develop. You will learn about the ways in which the world's resources such as water, energy, minerals and food are managed. You will learn about global topics such as environmental issues. You will learn how to use different types of maps. You will learn a variety of fieldwork techniques, which will include up to four field trip days through the length of the course.

**“Geography explains the past, illuminates the present
and prepares us for the future” – Michael Palin**

How will I be assessed?

There will be three exam papers to sit. Paper 1 will assess your work on Physical Geography, Paper 2 on Human Geography and Paper 3 includes questions about map and field-work skills and also questions relating to an important current geographical issue such as sustainable development.

What can I do after I've completed this course?

Possible college progression routes include A level Geography and Level 2 or 3 courses in Travel and Tourism. You learn many transferable skills relevant for work and education. Employers, colleges and universities rate students who have studied Geography very highly. Geographers are equipped to work in the following areas:

Business, Law, Media, Politics and Philosophy, Travel & Tourism, Farming, Accounting, Local & National Government, Planning, Journalism, Science, Engineering, Psychology, Environmental Science, Oceanography, Geology, ICT, RAF, Army, Navy, Outdoor Jobs, Utility Companies and many more.





GCSE HISTORY

Examination Board: AQA

Specification: 8145

Head of Department: Mr P. Hinds

Do You Enjoy:

- Finding out about people who have shaped the way we live today?
- Looking at people's actions and words to find out their motives and beliefs?
- Understanding interpretations and why different points of view have developed?
- Seeing how different factors such as war, technology, science and religion have shaped history?
- Finding out about Britain in the past and how we live today as a result of those events?
- Understanding how America has developed throughout the 20th Century?
- Studying the causes of World War II

If you have answered yes to any of the questions above, History is a possible option choice for you.

What do I need to know, or be able to do before taking this course?

You will need to be interested in different periods of history. You will have built up a bank of historical skills, evaluation, interpretation, analysis and communication in KS3 that will transfer into History GCSE.

**"We are not makers of History. We are made
by History." - Martin Luther King**

What will I learn?

- Period Study – America, 1920 – 73 Opportunity and Inequality
 - Boom in America in the 1920's
 - Divided Society in the 1920's
 - The Depression and the New Deal
 - America after WWII
- Depth Study: Conflict and Tension: The Inter-War Years, 1918–1939
 - The Versailles Treaty
 - The League of Nations
 - Hitler's Foreign Policy 1933-1939
- Thematic Study – Britain's Health and the People 1000 AD – Modern times
 - Why did medicine stand still in medieval times?
 - How did medicine make progress
 - 19th and 20th century advances
- British Depth Study – Elizabethan England, c1568–1603
 - Study the major events of Elizabeth I's reign considered economic, religious, political, social and cultural standpoints, and arising contemporary and historical conversations.

How will I be assessed?

There will be two exam papers to sit at the end of Y11 – one paper on Understanding the Modern World and the other on Britain. They are both 2 hours and account for 50% of the result each. The Britain paper includes a section on the historic environment.

What can I do after I've completed this course?

You can progress onto any A Level History course at Sixth Form College.



GCSE MUSIC

Examination Board: WJEC

Specification: C660QS

Head of Department : Mr D. Costello

Who Might Enjoy This Subject?

This course is ideal for any performers who have been having lessons on an instrument/voice:

- You will be performing on your chosen instrument/voice.
- You will be composing your own music
- You will be learning the key features of specific musical styles through 2 set works and wider listening.
- Most of your work will be examined in school throughout Year 11.
- There will be a final listening exam set by the examination board which is usually in June of Year 11.

Students will take part in 2 live concerts each year

All lessons will take place in our Music Department consisting of two teaching rooms, two rehearsal rooms and a recording studio.

Music is part of our lives, whoever we are.

Music has many forms: from rock, pop and indie to garage, classical and folk.

Throughout the industry there are many creative individuals working hard to ensure we can enjoy high quality, diverse music, in a format we want to listen to and at a price we want to pay.

If you study GCSE or BTEC music you could be one of those people!

For more information on either of these courses please contact a music teacher.

What do I need to know or be able to do before I start the course?

- You will need to be able to play an instrument /sing or be willing to learn (You will need to reach a minimum standard of Grade 2 by Year 11 – for information on Grade criteria see a member of the Music Department.)
- You need to have an interest in listening to different types of music.

How will I be assessed?

Appraising – 40%

This part of the course is assessed through a 1 hour 15 minute exam paper in May/June of Year 11.

The exam consists of eight questions, two for each area of study. Two questions will be based on the prepared extracts which students will learn about throughout the course. The other six questions will be based on unfamiliar music.

Prepared Extracts:

Mozart: Minuet and Trio from *Eine Kleine Nachtmusik*

Rainbow: Since You've Been Gone

Performing – 30%

You will need to perform one solo piece and one ensemble (group) piece; both of these pieces should be equivalent to or above Grade 3 difficulty standard. Assessment for performances will focus on three key areas: accuracy, technical control & expression and interpretation.

Composing – 30%

You will need to complete two compositions during the course. The first composition is a 'free' composition which means that students can compose in any style they like and with any instruments. The second composition is set by the exam board; students will be presented with 4 briefs related to the areas of study in Year 11 and they will need to choose one of these to compose a response.

What can I do after I've completed this course?

Music will enable you to demonstrate many skills valuable to any employer, particularly creativity. Many have used this course as a doorway to related courses such as A-Level Music, BTEC Level 3 in Music, Music Technology, Performing Arts and later degree level courses such as Music Performance, Popular Music degrees and Performance courses in general.

Many pupils studying this course have continued to study & perform Music at College or specialist Music Colleges (RNCM, LIPA, and LCM). Others have also gone on to study Music at University including Cambridge, Derby, Durham, Huddersfield, Leeds, Liverpool, Newcastle, Oxford, Sheffield, Surrey and York.



GCSE ART & DESIGN PHOTOGRAPHY

Examination Board: AQA

Specification: ART AND DESIGN
PHOTOGRAPHY

Head of Department: Miss G Gaskell

Do You Enjoy:

- Being imaginative, creative and inventive?
- Drawing, painting, making and experimenting with varied art materials?
- Practical lessons where you have the opportunity to develop technical skills and create exciting personal work?
- Going out in your own time and taking your own photographs?
- Using computer programs to edit and manipulate photographs and images?

If you have answered yes to any of the questions above, GCSE ART AND DESIGN; PHOTOGRAPHY is a possible option choice for you.

What do I need to know, or be able to do before taking this course?

You will be required to show traditional art skills such as drawing and mixed media work as well as the technical and creative photography skills, which you will learn throughout the course. You will be required to develop your portfolio and take photographs in your own time. The most important qualities you need to be successful on the course are a real enthusiasm for creating your own artwork and an eagerness to explore new techniques and really experiment with materials and ideas. You cannot opt to take Photography and Art, as there is significant overlap between the two courses.

What Will I Learn?

During the course you will build upon the skills and techniques that you have developed in your Art lessons throughout Years 7, 8 and 9. The course offers you the opportunity to experiment, explore and record the visual world through the medium of the camera. Lessons involve much practical work. You will develop both technical and creative knowledge and skills. Photo shoots will take place and you will learn to edit and manipulate images using digital packages along with more traditional art based practices. You will be introduced to the work of a variety of artists to help you with the development of your own ideas..

How will I be assessed?

There are two components to the GCSE course; the Portfolio of Work and the Externally Set Assignment.

The Portfolio (or coursework) is worth 60% of your final grade and is made up of two in depth practical projects which span Year 10 and the Autumn Term of Year 11. All work done in lessons and at home throughout this time builds up your portfolio.

The Externally Set Assignment (exam) is worth 40% of your final grade and begins in January of Year 11. You will be given a period of preparation time to investigate, research and explore one of several exam questions. In this time you will produce a collection of work which will support you in the creation of one or more final pieces which you will complete in the 10 hour controlled examination time.

There is no written examination, however there is a requirement to write about your own work and the work of others throughout the course. All your work is marked together and at the end of Year 11.

What can I do after I've completed this course?

GCSE Art & Design; Photography could lead to a variety of courses at college. These could include A levels in Art, Craft and Design, Photography, Graphic Design, 3D Design, Textiles or an extended Diploma in Art and Design. Photography could lead to careers relating to press photography, photojournalism, fine art, editing, fashion photography or styling, the film industry, forensic science, curating, image library and many more. New technologies are creating a whole new range of careers where art and creative thinking is a requirement.





GCSE PHYSICAL EDUCATION

Examination Board: OCR

Specification: GCSE – **J587**

Head of Department: Miss A Jackson

Outline Of The Course

You will be encouraged to improve:

- Your ability to plan, perform and evaluate games and individual activities.
- Your knowledge, skills and understanding of a range of activities.
- Identify ways to develop and maintain a healthy and active lifestyle.

The Physical Education classes will consist of pupils who have shown an aptitude and enthusiasm for PE during Key Stage 3. It's important that you have reached a high level of performance by the end of Year 9.

You will have **ONE** practical and **TWO** theory lessons a week.

You Will:

- Be responsible and have an independent attitude towards participation in sport.
- Have a keen interest in sport and take part in sport outside class time.
- Want to know more about the benefits of sport and exercise.
- Want to improve your own performance in a range of sports.

What Will I Learn?

- Develop your knowledge and practical skills in a range of physical activities and roles.
- Examine the effects of exercise and how training can help improve performance.
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

| Overview of specification | Content | Assessment overview | Assessment |
|---|--|---|----------------------------------|
| Component 1: Physical factors affecting performance (01) | Applied anatomy and physiology Physical training | Multiple choice, short answer, and extended answer questions Written paper | 1 hour 60 marks 30% |
| Component 2: Socio-cultural issues and sports psychology (02) | Socio-cultural influences Sports psychology Health, fitness and well-being | Multiple choice, short answer, and extended answer questions Written paper | 1 hour 60 marks 30% |
| Component (03): Performance in physical education | Practical activity assessment | One must be a team activity One must be an individual activity The final can be a free choice from the activity list | 60 marks 30% |
| Personal Exercise Programme (Written Course-work) | Analysing and Evaluating Performance (AEP) | This NEA will consist of students analysing or evaluating their own or peer performance in one activity. | 20 marks 10% |

How will I be assessed?

Weighting 60% exam (Theory) and 40% non-examined assessment (Practical).

How can I progress from this?

As well as being the ideal preparation for the A Level Physical Education course, GCSE PE allows for progression to related vocational qualifications, such as BTEC (Level 3) and Nationals in Sport or Sport and Exercise Sciences.

The course develops the transferable and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, coaching, teaching, officiating, the fitness industry, the Armed Forces and the Civil Service.

GCSE LIST OF PRACTICAL ACTIVITIES

| Team Activity | Comments |
|-----------------------|--|
| Acrobatic Gymnastics | Cannot be assessed with gymnastics |
| Association Football | Cannot be five-a-side or futsal |
| Badminton | Cannot be assessed with singles |
| Basketball | Cannot be street basketball |
| Blind Cricket | |
| Camogie | Cannot be assessed with hurling |
| Cricket | |
| Dance | Cannot be used as both a team and individual activity. |
| Figure Skating | This can only be used for one activity, cannot be assessed with dance. |
| Futsal | Cannot be assessed with football |
| Gaelic football | |
| Goalball | |
| Handball | |
| Hockey | Must be field hockey. |
| Hurling | Cannot be assessed with camogie |
| Ice Hockey | Cannot be assessed with inline roller hockey. |
| Inline Roller Hockey | Cannot be assessed with ice hockey. |
| Lacrosse | |
| Netball | |
| Powerchair football | |
| Rowing | Cannot be assessed with sculling, canoeing or kayaking. |
| Rugby League | Cannot be assessed with rugby union or rugby sevens, Cannot be tag rugby. |
| Rugby Union | Can be assessed as sevens or fifteen a side, Cannot be assessed with rugby league, Cannot be tag rugby. |
| Sailing | Candidates must be assessed within full competitive situations as helmsperson in one of the following Royal Yachting Association (RYA) sailing boat classifications: - RS Feva XL - Cadet This can only be used for one activity. |
| Sculling | Cannot be assessed with rowing, canoeing or kayaking. Cannot be assessed with individual sculling. |
| Squash | Cannot be assessed with singles |
| Table cricket | |
| Table Tennis | Cannot be assessed with singles |
| Tennis | Cannot be assessed with singles |
| Volleyball | |
| Water polo | |
| Wheelchair basketball | |
| Wheelchair rugby | |

| Individual Activity | Comments |
|-----------------------|---|
| Amateur boxing | |
| Athletics | Cannot be assessed with Cross country running |
| Badminton | Cannot be assessed with doubles |
| Boccia | |
| Canoeing | Cannot be assessed with kayaking, rowing or sculling |
| Cross country running | Cannot be assessed with athletics |
| Cycling | Track or road or BMX (racing, not tricks) only |
| Dance | Cannot be used as both a team and individual activity. |
| Diving | Platform diving |
| Equestrian | |
| Figure skating | This can only be used for one activity, cannot be assessed with dance. |
| Golf | |
| Gymnastics | Floor routines and apparatus only. |
| Kayaking | Cannot be assessed with canoeing, rowing or sculling. |
| Polybat | |
| Rock Climbing | Can be indoor or outdoor |
| Sailing | Candidates must be assessed within full competitive situation as the helmsperson in one of the following Royal Yachting Association (RYA) sailing boat classifications: -Optimist -RS terra sport -Topper -ILCA 4 (laser 4.7) This can only be one activity. |
| Sculling | Cannot be assessed with kayaking, canoeing, rowing. Cannot be assessed with team sculling. |
| Skiing | Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope. Cannot be assessed with snowboarding. |
| Snowboarding | Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope. Cannot be assessed with skiing |
| Squash | Cannot be assessed with doubles. |
| Swimming | Cannot be synchronised, personal survival or life saving. |
| Table Tennis | Cannot be assessed with doubles |
| Tennis | Cannot be assessed with doubles |
| Trampolining | |
| Windsurfing | Candidates must be assessed in full competitive situations in either of the following Royal Yachting association Windsurfing classification: Bic Techno 29300 or IQ foil |

How can I find out more? See the PE Department or visit: www.ocr.org.uk



GCSE DESIGN & TECHNOLOGY TEXTILES

Examination Board: EDUQAS

Specification: C600QS

Head of Department: Miss F Shiel

Who Might Enjoy This Subject?

Do you enjoy being creative, like designing or drawing, or want to develop your practical skills? Do you have an interest in fashion or interior design? Then GCSE Design Technology–Textiles specialism could be the course for you.

During the course you will develop imaginative ways to solve problems, visualising and designing 3D concepts, constructing clothing and developing practical skills on machinery and various tools.

What Will I Learn?

The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- develop an appreciation of the importance of creativity and innovation to good design practice;
- actively engage in the processes of design and technology to develop as effective and independent learners;
- understand the key principles of designing and making;
- use their knowledge, skills and understanding to make design decisions in order to make a quality prototype;
- analyse existing products and produce practical solutions to meet needs, wants and opportunities, recognising their impact on quality of life;
- critically analyse links between the principles of good design, existing solutions and technological knowledge;
- understand the underlying technical principles within design and technology within fashion & textiles, with emphasis on emerging technologies, materials and practices.

The subject content for GCSE Design and Technology will be assessed in the written examination and non-exam assessment (NEA).

- Design and Technology in the 21st Century: Design and make task
Written examination: 50% of qualification (2 hours)
- NEA: 50% of qualification (approximately 35 hours)

How will I be assessed?

Component 1:

Design and Technology in the 21st Century Written examination: 2 hours 50% of qualification

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- technical principles
- designing and making principles along with their ability to
- analyse and evaluate design decisions and wider issues in design and technology.

Component 2:

Design and make task Non-exam assessment: approximately 35 hours 50% of qualification

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.

What can I do after I have completed this course?

Further study in Textiles – Many colleges and universities offer courses centred around textile design, fashion or interior design. Graduates from further education courses work in many areas of design, manufacture or research.

There are a huge number of potential careers in the fashion and textiles industry and below are some of the key roles available to someone who is interested in this area.

The textiles industry can be divided up into 'sectors'. Each sector focuses on a different part of the industry. Each sector will have some specialist jobs relevant to that sector but most sectors also have a lot of roles that are similar across all sectors e.g. most sectors require designers, technologists, machine operatives, retailers etc. This means that someone interested in being a designer has the choice of designing across a number of sectors e.g. being a sportswear designer or designing specialist new materials for the construction industry.

Examples of different textiles sectors are:

- Sales & retail
- Manufacturing
- Sports & leisure
- Medical
- Transport
- Construction
- Fashion & apparel
- Craft
- Footwear
- Theatre & T.V
- Education
- Armed Forces
- Interiors
- Toys
- Tailoring & bespoke textiles
- Carpets & flooring
- Technical textiles



GCSE TRIPLE SCIENCE

Examination Board: AQA

Specifications:

GCSE Biology

GCSE Chemistry

GCSE Physics

Three GCSEs are awarded

What Will I Learn?

Biology, Chemistry, Physics, and Practical Skills.

The Triple Science course contains all the content from the Combined Science course (as seen on the previous page) and additional, 'Triple-only' content.

This content includes, but is not limited to:

Biology: culturing microorganisms, monoclonal antibodies, plant diseases, the brain, the eye, additional elements of homeostasis, DNA structure, cloning and evolution

Chemistry: transition metals, more detailed calculations, titration, chemical cells and fuel cells, alkenes and alcohols, identifying ions and spectral analysis

Physics: static electricity, nuclear fission and fusion, moments, pressure, refraction, lenses, generators, transformers and space physics

There are also specific, 'Triple-only' required practicals in each of the three Sciences

What do I need to know, or be able to do before taking this course?

You need to have very good mathematical skills and have a *keen interest* in Science. You need to be in Set 1 or 2 for Mathematics and have discussed this option choice with your Science teachers.

How will I be assessed?

Two exam papers for each Science. Each paper is 1 hour 45 minutes long. The exams contain additional content that is not covered in the Combined Science course. Each exam paper is out of 100 marks, giving a total of 200 marks of examined content per Science GCSE.

There is no longer a controlled assessment task in the new GCSE. Skills related to planning, analysing, concluding and evaluating are assessed through links to 'required practicals'. These types of questions are worth 15% of an exam paper.

The proportion of mathematical questions in a Physics paper will be approximately 30%

The proportion of mathematical questions in a Chemistry paper will be approximately 20%

The proportion of mathematical questions in a Biology paper will be approximately 10%

What can I do after I've completed this course?

The Triple Science route is aimed at those students with an aspiration to follow a Science-related pathway beyond KS4, particularly in the very competitive areas such as medicine, dentistry and veterinary science. Some further education institutions *may* look favourably on separate GCSE qualifications in each Science.



BTEC courses and equivalent (Cambridge National Level 2)

The key difference with BTEC subjects is that the majority of the assessment is coursework. Your child’s work will form a portfolio which will then be graded. This can help pupils organise their workload throughout Years 10 and 11 rather than being assessed only at the end of the course. Pupils achieve excellent results on Technical Award courses. These qualifications still have large coursework components (60%) along with a final controlled assessment (40%)

All BTEC courses are offered as a Level 2 qualification.

The grades given will be:

| | | | |
|-------------|--------------|---|-----|
| | Distinction* | = | 8/9 |
| | Distinction | = | 7 |
| | Merit | = | 6 |
| | Pass | = | 4/5 |
| At Level 1: | Distinction | = | 3 |
| | Merit | = | 2 |
| | Pass | = | 1 |

Progression Routes

All BTEC courses form a firm foundation for progression to college or work. Employers and Colleges are familiar with the benefits of these qualifications:

- For employers, BTEC qualifications show that pupils are capable of organising and prioritising their own workload.
- All our local Colleges and Sixth Forms offer a range of related qualifications at Level 2 and 3. This allows pupils to continue studying a subject when they leave school.
- Universities accept BTEC level 3 qualifications as an entry requirement for a number of degree level courses



BTEC & Alternative Qualifications



DESIGN & TECHNOLOGY

CHILD DEVELOPMENT

Examination Board: OCR

Specification: Cambridge National

Level 1/2 Certificate in Child Development
J809

Head of Department: Miss F Shiel

Who Might Enjoy This Subject?

The Cambridge National Level 1/2 Certificate in Child Development is an exciting and creative course which is designed for pupils who have an interest in children's learning and development. They will develop their skills and learn the theory that can prepare them for further study and employment within the childcare sector. It will particularly appeal to learners who are looking for a course that is practical in nature.

The Cambridge National Level 1/2 Certificate will give pupils the opportunity to study children aged 0 to 5 years, developing an understanding of:

- Health and well-being for child development
- Creating a safe environment and understand the nutritional needs of children from birth to five years
- The development of a child from one to five years

What Will I Learn?

Pupils will complete three mandatory units (one externally assessed and two internally assessed).

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years– worth 30%

Learners will carry out research on each of the topics below:

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years

Unit R059: Understand the development of a child from one to five years– worth 30%

Pupils will work with a child aged up to 5 years over a period of 4 to 6 months. During this time the learner will:

- Understand the physical, intellectual, and social development norms from one to five years
- Understand the stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development

Unit R057: Health and Well-Being for Child Development (externally assessed) - worth 40%

Learners will study the fundamentals of children's learning and development and acquire the underpinning knowledge required to carry out the two practical units. This knowledge will be relevant when considering future career choices and further study options. This unit covers:

- Pre-conception health and reproduction
- Antenatal care and preparation for a birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child-safe environment

How will I be assessed?

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years (internally assessed) – worth 30%

Unit R059: Understand the development of a child from one to five years (internally assessed) - worth 30%

How can I progress from this?

The course will provide pupils with a solid understanding of children's learning and development that will help them to make choices about further study and career options. They will finish the course having developed a wide range of practical skills some of which are particularly helpful for a career in the childcare sector such as observing, communicating and working with children and other skills which will be valuable no matter what career path they choose. These include skills in research, communication, decision-making and problem-solving.

The course is equivalent to a single GCSE and will be included in the Progress 8. This means students with a Cambridge National Level 1/2 Certificate in Child Development will be able to go on to study A levels or vocational courses and will be considered by Colleges as equal to a GCSE.



DESIGN & TECHNOLOGY CONSTRUCTION

Eduqas Award in Construction and the Built Environment

Equivalent to 1 G.C.S.E

Examination Board: EDUQAS/WJEC

Specification: Level 2 Vocational Award in
Construction and the Built Environment

Head of Department: Mrs F Shiel

Who Might Enjoy This Subject?

The course for Construction is set up to prepare pupils for the world of further study at college and university in areas of design, architecture and construction management along with giving those who wish to follow an apprenticeship route into engineering or construction the opportunity to study different areas of the industry before deciding on their specialism.

To Study this course pupils must have an aptitude and interest in:

- Problem solving, for example, when planning and working to complete different construction scenarios.
- Overcoming issues of quality and being able to rectify construction and engineering problems that are already in situ.
- Carrying out engineering and construction practical tasks.
- Understanding the many different areas and careers within construction and construction engineering.
- Revising and studying course and unit content to successfully pass the one externally set examination.
- Carrying out mathematical calculations and scientific experiments to solve construction problems
- Working with different materials to help design and model construction tools in 3D

If you have answered yes to the questions above, Construction is a possible option choice for you.

To study this course pupils must have an aptitude and interest in:

This is a course which is not taught at any stage during Key Stage Three. You will learn lots of new skills and must be able to complete the course to at least grade 4 standard. If you require any further information please speak to Mr Cunliffe. You will need to be interested in different aspects of the construction or engineering sectors or have enjoyed your Design and Technology lessons throughout Key Stage Three as many of the skills developed then are transferable to this Construction course.

What Will I Learn?

The qualification provides a specialist work-related programme of study aimed at learners with an interest in working in the design and construction industry. The Eduqas Constructing the Built Environment Award will provide you with a theoretical and practical understanding of the fundamental aspects of the industry, as well as an appreciation of the knowledge, skills and competency needed when considering entering employment in the sector.

During the course students will experience a range of practical construction activities including: construction related mathematics, engineering plumbing, architectural design, electrical work, scientific testing to overcome problems for construction engineers along with Health and Safety aspects of construction and managerial skills and techniques.

When undertaking theory tasks pupils will cover a range of topics, for example: Construction and the Built Environment, Health, Safety and Welfare in Construction and the underpinning knowledge for the practical design and constructing units.

How will I be assessed?

There are two Units to complete during the qualification.

Unit 1: This unit is an externally set and marked (1 hour 30 min) exam. (40 % of the final grade)

Unit 3: This unit is internally set and marked by your teacher, then sent away for moderation by Eduqas WJEC (60 % of the final grade)

What can I do after I've completed this course?

You can progress onto a Design, Engineering, Technical or Construction course at Sixth Form College or an Apprenticeship. The course is a basis for an introduction to one of the biggest employers and industries in the country. It is a well-recognised and highly sought after qualification which can be the passport into further education along with many professions and areas of employment.

“Technology makes what was once impossible possible. The design makes it real”

Michael Gagliano



DESIGN & TECHNOLOGY ENGINEERING

Level 1/2 Vocational Award in
Engineering Technical Award

Examination Board: WJEC

Specification: 5799QA

Head of Department: Miss F Shiel

Who Might Enjoy This Subject?

Do you ever look around your home and think of handy products that could improve people's lives or get inspired by the amazing feats of engineering all around you? Are you creative, and want to start building the skills you need for a successful career in the industry?

The course for Engineering is set up to prepare pupils for the world of further study at college and university in areas of engineering, along with giving those who wish to follow an apprenticeship route the opportunity to study different areas of the industry before deciding on their specialism.

The course aims to use real-life situations in order to manufacture a range of products from different materials, safely produce one-off products, and use CNC to produce in quantity.

To study this course pupils must enjoy:

- Problem solving within different engineering scenarios.
- Solving problems by exploring different engineering manufacture processes, tools and equipment.
- Planning a sequence of process. This will involve managing your time independently and identifying the resources you will need, as well as reviewing your plans if necessary.
- Overcoming issues of quality and being able to rectify engineering problems that are already in situ.
- Carrying out engineering and practical tasks.
- Revising and studying course and unit content to successfully pass the one externally set examination.
- Carrying out mathematical calculations and scientific experiments to solve problems.
- Working with different materials to design and manufacture a range of different products.

If you have answered yes to the questions above, Engineering is a possible option choice for you.

What do I need to know, or be able to do before taking this course?

This is a course that is not taught at any stage during Key Stage Three. You will learn lots of new skills. If you require any further information please speak to Mr Stead. You will need to be interested in different aspects of engineering or have enjoyed your Design and Technology lessons throughout Key Stage Three as many of the skills developed then are transferable to this course.

What will I study?

This qualification is made up of 3 units:

Unit 1: Manufacturing engineering products

- Have the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products.
- Develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test a final product.

Unit 2: Designing engineering products

- Explore how an engineered product is adapted and improved over time. It offers the opportunity to apply your knowledge and understanding to adapt an existing component, element or part of the product that you will have manufactured for Unit 1.

Unit 3: Solving engineering problems

- Introduction to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

How will I be assessed?

You will be assessed through a mixture of exams and project work.

Unit 1 will involve producing a manufacturing product, which will be worth 40% of the qualification. This can range from a basic hand tool to complex machinery. The product will need to be developed over 20 hours.

Unit 2 will also be assessed through project work and will be worth 20% of the qualification. Here you will apply your problem-solving skills to answer a brief and produce a solution. You will produce your solution over 10 hours.

Unit 3 will involve a single exam, which is worth 40% of your qualification. The exam will last 1 hour and 30 minutes. The exam will be made up of multiple-choice questions, and short and extended answers .

What skills will I develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

Communication; Critical Thinking; Learning independently; Research; Taking on responsibility; Time Management.

Careers with Engineering?

There are a wide range of opportunities within the field of engineering, for example :

Aerospace engineer; Biomedical engineer; Civil/structural engineer; Computer engineer; Electrical/electronic engineer; Environmental engineer; Marine engineer; Mechanical engineer; Product engineer.



DIGITAL INFORMATION TECHNOLOGY

Examination Board: Pearson

Specification: BTEC Level 1/Level 2 Tech Award

in Digital Information Technology

Head of Department: Mr Alston

Would You Enjoy:

- ✓ Designing Interfaces?
- ✓ Creating Interfaces?
- ✓ Using Computers?
- ✓ Learning how a business collects data?
- Basic literacy

What do I need to know, or be able to do before taking this course?

- Basic numeracy
- Motivation to work **independently**
- An aptitude for working with computers.

What Will I Learn?

You will develop your key skills in Digital Information Technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data. Look at the processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct. Finally the knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

How will I be assessed?

| | | | |
|---|---|--|-----|
| 1 | Exploring User Interface Design Principles and Project Planning Techniques | Internally Assessed Assignment | 30% |
| 2 | Collecting, presenting and interpreting Data | Internally Assessed Assignment | 30% |
| 3 | Effective digital working practices | External Assessment 1hr 30 Written Exam | 40% |

What can I do after I've completed this course?

- A Level in Media: Communication and Production
- Level 3 BTECs in Creative Media Production
- Level 3 BTECs in IT
- Level 3 Principal Learning in Creative and Media.

After completing their BTEC Tech Award, students will be in a great position to continue in the digital information technology sector. This qualification prepares students for both technical and academic routes.

It is also a great entry point into the web design industry and also into various computer related apprenticeships.



CAMBRIDGE NATIONAL SPORTS STUDIES

Examination Board: OCR

Specification: Cambridge National Sports Studies

Head of Department: Miss A Jackson

Outline of the Course:

This qualification enables learners to:

- Develop a range of skills through involvement in sport and physical activity in different contexts and roles
- Develop their ability to apply theoretical knowledge to practical situations
- Gain a better understanding of the complexity of different areas of sport and the sports industry
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

The Physical Education classes will consist of pupils who have shown an aptitude and enthusiasm for PE during Key Stage 3. It's important that you have reached a good level of performance by the end of Year 9.

You will have **THREE** lessons a week which will be a mixture of both practical and theory.

What Will I Learn?

Learners will complete **three** units throughout the duration of the course which include:

- Contemporary Issues in Sport (Compulsory Unit)
- Performance and Leadership in Sports Activities (Compulsory Unit)
- Increasing Awareness of Outdoor and Adventurous Activities

How will I be assessed?

Each Compulsory Unit is worth 40% each .

One optional unit is worth 20%

One unit is a written exam paper – 1 hour 15 min exam (Contemporary Issues)

The other 2 units are coursework.

How can I progress from this?

The Cambridge National allows for progression to sport related vocational qualifications, such as BTEC (Level 3).

The course develops the transferable and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas such as recreational management, leisure activities, coaching, teaching, officiating, the fitness industry, the Armed Forces and the Civil Service.





SKILLS FOR LIFE (NOCN)

The NOCN/SETPD Entry Level Award and Level Award 1, Certificate and Diploma in Skills For Employment, Training and Personal Development (Entry 3 and Level 1) are designed to provide an introduction to working in some of the following sectors: Personal Development, Vocational Support, Literacy and Numeracy, Animal Care, Business and Administration, Catering, Construction, Creative Skills, Hair and Beauty, Horticulture, Motor Vehicle and Cycle Maintenance and Sport and Leisure as well as more generic employability skills designed to build confidence for the workplace. The qualifications also contain units to address learners' needs in Literacy and Numeracy as well as Personal Development areas such as Emotional Intelligence, Road Safety Awareness or Computer Basics. Learners will gain an overview of key skills and areas of knowledge in order to inform further study and/or employment choices in the sectors named above.

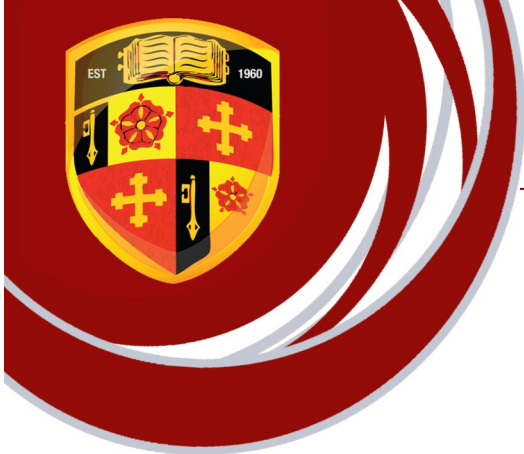
These qualifications are suitable for learners aged 14 years or over with additional needs. These qualifications will provide learners with an opportunity to:

Gain knowledge and understanding of transferable vocational skills such as problem solving or time management.

Gain an overview of key skills and knowledge relevant to their chosen sector in work experience or simulated work settings.

- Support young people with their life skills including looking after themselves, cooking, washing clothes, looking after a household, managing budgets within a household, managing family issues, preparing for adulthood.
- This course is suitable for and can be tailored to meet the needs of young people with additional needs. It is taught in small classes and is made bespoke to a young person's needs and interests within the constraints of the resources that we have in school.

If you would like further information regarding the NOCN/SETPD please contact Mrs D Makin (SENCO)



“A learning and serving
Community enriched through
friendship and Christian faith”

