

# Key Stage 4 Options Information Booklet

St. Anthony's Girls' Catholic Academy

## The Humanities Curriculum



Dear Student,

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

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

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

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

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

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

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

Yours faithfully,

Mr M McDonagh  
Assistant Headteacher

# What is the Humanities Curriculum?

This curriculum route allows students to undertake traditional core GCSE subjects alongside optional traditional GCSE and/or a vocational subject. This route will offer better opportunities for students who are unlikely to attain the MFL subject required for success in the English Baccalaureate (EBacc); the humanities route is tailored to students who may thrive in subjects other than MFL.

## What are my options within this route?

You must take the core subjects. As well as this, you must make some choices, and choose **one '1<sup>st</sup> choice' subject from each option block**, the blocks are outlined below. From Block A you will pick either history or geography. From Blocks B you can make your own selection of two courses.

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

# Route two: Humanities

## Options



### Core

- English Language & Literature
- Mathematics
- RE
- Science
- Core PE
- PHSE

- History
- Geography

### Block A

- Spanish
- French
- 2<sup>nd</sup> humanity (Geography/History)
- Computer Science<sup>(1)</sup>
- Art & Design – Fine Art
- Art & Design – Photography
- Food and Nutrition
- Music<sup>(1)</sup>
- BTEC Business & Enterprise
- BTEC Sport
- Design Technology – Product Design
- Design Technology – Textiles
- Sociology

### Block B

- A maximum of two class per Block C subject unless indicated & excluding languages and humanities

# The Core Subjects

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

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

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

## Triple Science Selection

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

## Types of Qualification – an Overview

### ***GCSE***

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

### ***Vocational***

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



# Making the Right Choice

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

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

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

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

## **What happens next?**

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

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

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

# Your Guide to Key Stage 4 Courses

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

## Core Subjects

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

## GCSE Courses

- Geography
- History
- Computer Science
- Spanish
- French
- Art & Design
- Photography
- Design Technology – product design or textiles
- Music
- Sociology

## Vocational Courses

- BTEC Business & Enterprise
- BTEC Sport

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

## Core subject: GCSE English Language & English Literature

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

### GCSE ENGLISH LANGUAGE

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

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

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

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



## GCSE ENGLISH LITERATURE

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

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

Further information is available from Miss Wallis

## Core subject: GCSE Mathematics

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

### Year 10/11

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

**Assessment**

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

**Future Studies / Careers**

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

## Core subject: GCSE Religious Education

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

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

## Core subject: GCSE Science (Combined or Triple)

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

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

### Getting the Choice Right

It is essential that students are placed onto a course of study that allows them to fulfil their potential and also offer them progression Post-16. Students will be selected for their GCSE Science course based upon evidence from year 9 and year 10 assessment data in conjunction with the professional opinions of the science staff to direct the students into the appropriate Key Stage 4 course.

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

#### Combined Science

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

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



#### AQA GCSE Biology, Chemistry & Physics

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

#### Assessment

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

#### Post-16 Science Requirements

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

#### Did You Know?

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

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

## Core subject: Core Physical Education (PE)

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



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



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

## Option subject: GCSE Geography



### *“Why choose geography?”*

We believe that you should take Geography because it helps you:

- **to** understand the environment at a number of different scales
- **to** know your world through fieldwork
- **to** make decisions that balance environmental and developmental concerns
- **to** develop a wide range of skills such as presenting arguments or map skills
- **to** use computers and other technology
- **for** analysis / presentation
- **to** understand other cultures throughout the world
- **to** know where places in the world are .....without having to use Google



### **Fieldwork in Geography**

Students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise. The department have visited a number of different places over the last five years including Newcastle, Seaham, Roker, Whitby and Blyth.

### **Who can do Geography?**

If you choose geography you must be prepared to work hard! We encourage all of our learners to be independent and thoughtful in their studies. Group work, decision making, mysteries, mind mapping, video making, quizzes and presentations are all part of the package.

The subject content is split into four units:

<b>Course Structure</b>	<b>How it's assessed</b>	<b>Percentage of final mark</b>
<b>Paper 1 -Living with the physical environment</b>	Written exam: 1 hour 30 minutes	88 marks 35% of GCSE
<b>Paper 2 -Challenges in the human environment</b>	Written exam: 1 hour 30 minutes	88 marks 35% of GCSE
<b>Paper 3 - Geographical applications</b> <b>Pre- release resources booklet made available 12 weeks before Paper 3 exam</b>	Written exam: 1 hour 30 minutes	76 marks 30% of GCSE
<b>Geographical Skills</b>	Skills will be assessed in <b>all three written exams</b>	

**Further information is available from your geography teacher**



## Option subject: GCSE History

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

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

### Topics Covered throughout the course

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

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

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

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

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

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

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

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

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

**For more information, please speak to a member of the history department**



<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Algorithms *</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>	<p><b>80 marks</b>  <b>1 hour 30 minutes</b>  <b>Written paper</b>  <b>(no calculators</b>  <b>allowed)</b></p>	
<p><b>Programming project:</b></p> <p>Programming techniques will be learnt in Python, HTML and Web Design. The programming skills will be assessed in Unit 2 Part B of the exam. Pupils will spend time problem solving and writing programs in Python using the Software Development Life Cycle. Analysing problems, designing solutions using flowcharts, developing code in Python and testing solutions.</p> <p>These skills encourage pupils to become independent learners ready for further education.</p>		

## Option subject: GCSE Modern Foreign Languages – French or Spanish



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



### Did you know...?

- 94% of the world does NOT speak English as its main language!
- 1 in 5 UK companies say they are losing business because of a lack of language skills.
- 74% of employers in the UK prioritise applicants who have language skills when recruiting for jobs
- People who speak languages earn on average 20% more than people who do not
- Many universities offer the chance to study a language alongside virtually any other course, giving you the chance to study abroad and broaden your horizons
- Some of the best universities will not even consider applications from students who do not have a Modern Foreign Language GCSE as part of the English Baccalaureate

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

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

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

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

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

**All assessment content will be made up of vocabulary from a prescribed list of words that you will study throughout the GCSE course.**

**Each skill area is worth 25% of the overall GCSE.**

## The Study of a Second Foreign Language

Any student who displays a keen interest and talent for language learning, has the opportunity to study a second foreign language (both French or Spanish) at GCSE level. This is an academically challenging but also highly motivating course. Many pupils who study two foreign languages go on to study both languages at A level.

With regards to future studies, Modern Foreign Language courses at AS and A level are well established at St. Anthony's. Students wishing to continue their studies to degree level can choose from a large number of universities and combine their language with many other subjects including Mathematics, Science, Law, Economics and Business Studies.

### Option subject: GCSE French

- French is the official language of 29 countries and about 45% of modern English words are of French origin.
- There are around 220 million French speakers worldwide.

### Option subject: GCSE Spanish

- Spanish is the official language of 21 countries and is now the most spoken language in the USA too.
- There are 493 million native speakers of Spanish worldwide and if you speak English and Spanish, you can communicate with 80% of the world population!

## Option subject: GCSE Art & Design (Fine Art)

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

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

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

Further information is available from Mr Campbell

## Option subject: GCSE Art & Design (Photography)

Topics Covered in Year 10	Resources Available
<p><b>All of the coursework covered in years 10 and 11 forms the Portfolio Unit. This portfolio of coursework is worth approximately 60% of the full GCSE Photography certificate.</b></p> <p>Digital Portfolio's using PowerPoint form a large part of the work students produce and these are historically exciting and creative allowing students to explore and develop ideas within their own personal photographic interests.</p> <p>Students work with a variety of media and materials including Canon DSLR cameras. This course is very wide and varied meaning the skills taught and developed apply to a variety of different courses and career areas applicable to student's future studies.</p> <p><b>Module 1 – Camera Settings and Techniques – Shutter Speed and Aperture</b></p> <p>Students begin by looking at the historical context and development of the cameras and the different settings of the camera that can be manipulated to create the best possible creative outcomes. Students use a variety of manipulation techniques, both physically on the camera and in post-production to edit raw images.</p> <p>This project affords students an introduction to the course and its expectations whilst tackling easily accessible subject matter. Direct observation and gathering of primary source imagery is key to all projects as well as experimentation and exploration. A personal journey for each student is encouraged, meaning students can choose to interpret the settings/themes as they please, under the guidance and support of staff. Photographers will be used to add context and influence the project and its stylistic outcome. Staff facilitate progress through verbal feedback and formal feedback across each module. Clear target setting is used and students become proficient at time management and developing work over time.</p> <p>A Final series of outcomes will be completed at the end of Module 1 reflecting the progress made linked to Shutter Speed and Aperture.</p>	<p>Examples of the work of a number of given photographers will be available in the Art and Photography rooms and given by staff in a variety of ways. Teaching and learning is diverse and interactive with students developing an excellent skills base as well as historical context.</p> <p>All rooms are well equipped with photographic materials including cameras, lighting and backdrops. IT equipment is also available to incorporate digital aspects of photography and digital manipulation.</p>
<p><b>Module 2 – Camera Settings and Techniques – ISO (High and Low Key Photography) and Compositional Techniques</b></p>	



Students continue their exploration of important Camera Settings and Techniques, looking at the role of ISO and Composition in an outcome. Students understanding of editing techniques continues to grow as well as their confidence in using the camera to best effect. Themes

Students begin to specialise with certain media, techniques and processes and a deeper focus on the assessment objectives and criteria are apparent. Students begin to work on any areas which may require

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

Topics Covered in Year 11	Resources Available
<p><b>Module 1 - The Formal Elements</b></p> <p>Student's personal Formal Elements projects will continue to be worked on this year as the major piece of portfolio work with a number of students producing more than one final outcome as a result of extensive and in-depth developmental work. This module will focus on the formal elements of Space, Colour and Tone</p>	<p>Students have vast resources to work from and a very wide variety of media to help them produce interesting and exciting outcomes, following all four assessment objectives and their own personal targets. Students must invest time outside of class, gathering high quality raw imagery which can then be edited in school and added to portfolio's. By this point students will have a good understanding of the demands of the course and also their potential grade as their coursework draws to</p>

<p>The final selection for the portfolio is up to the choice of the student and this often takes place as a discussion between staff and pupils. Coursework is normally completed before the Christmas holidays at the beginning of year 11.</p> <p><b>Module 2 - Externally Set Task</b></p> <p>All students are given a choice of exam questions for the Controlled Test. This unit of work makes up the remaining 40% of the course. These questions or topics are set by AQA in early January and form the basis for the work of Module 2 and Module 3 in year 11. The deadline for the completion of the exam unit is usually in April. Students do not sit a formal written exam, however, this exam unit and the production of a final outcome must be completed under controlled conditions set down by the exam board.</p> <p>A PowerPoint of preparatory work is completed between January and April. Students are then given two full school days off timetable (10 hours altogether) to produce a final series of outcomes in response to their selected exam question.</p>	<p>a close. Students will also have an understanding of different camera settings and techniques as well as the key formal elements and be able to manipulate them to best effect, achieving quality photographic outcomes.</p>
<p><b>Module 3</b></p> <p>Some students use this time to complete outstanding areas of their portfolio and others produce smaller mini-projects developing a certain skills base or improving upon an area which needs further evidence or advancement across the whole portfolio.</p>	<p>The course leads directly into A Level Photography. We often have students who choose to pursue this subject through to degree level and it also informs other university and career choices such as Advertising, Marketing and development of Social Media platforms.</p>

## Option subject: GCSE Design & Technology: Product Design or Textiles

At St. Anthony's there are two options within Design and Technology; Product Design or Textiles.

Both of these material areas provide opportunities for students to be assessed in the skills of communication, application of number and information technology. Students are also given opportunities to demonstrate they can work with others, improve their own learning, as well as problem solving.

A common aim of all subjects is to raise awareness of spiritual, moral, ethical, social, cultural, environmental, health and safety and European issues. Citizenship will also feature strongly in all courses. The use of ICT plays a pivotal role in all of the courses offered, in particular the use of CAD/CAM. **A greater emphasis is now placed on Mathematics within D&T with 15% of the written examination being devoted to applied Mathematics.**

All AQA courses lead onto appropriate AS/A2 or BTEC options which allow for higher qualification in their selected area.

### Design & Technology: Product Design

GCSE Design and Technology: Product Design 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, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This GCSE allows students to study core, technical, and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in the field of Product Design (3D Design) in greater depth.

### Design & Technology: Textiles

GCSE Design and Technology: Textiles 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, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

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

### Assessment

Both elements of the course are assessed through one substantial design and make task worth 50% of the final qualification. This NEA (non-exam assessment) will follow a brief set by AQA and released to the learners in the summer term of Year 10. The brief will be related to problem solving in either a real Product Design or Textiles Context.

The written paper examines Core principles of Design & Technology and specialist subject knowledge and makes up the remaining 50%.

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

## Option subject: GCSE Food Preparation & Nutrition

GCSE Food Preparation and Nutrition equips students with the knowledge, understanding, skills and encouragement they need to cook as well as develop vital life skills so that they can feed themselves and others affordably and nutritiously.

In Year 10, students cover the first 3 sections of the specification:

1. **Food, nutrition and health:** This covers the basics of nutrition and looks at the function of different nutrients in the body. Students also look at how nutrition can affect your health, and how to perform nutritional analysis using computer software
2. **Food science:** This part of the specification looks at the chemical reactions which occur when cooking, such as gelatinisation, caramelization and so on.
3. **Food safety:** This covers how to make sure the food you prepare is safe to eat, and also how to store food safely.

As well as the theory work, students will also take part in practical lessons which are designed to back up the theory content of the course, as well as developing their practical skills so that they can be successful in their exam coursework. Students will cook dishes such as choux pastry, pannacotta, lasagna, and look to develop their skills through activities such as boning out chicken thighs to make chicken burgers.

In Year 11, the focus is on coursework which accounts for 50% of the final mark for the exam. Coursework is split into 2 sections, NEA1 which is a food science investigation (15%), where students have to research into and experiment with a particular area of food science; and a food preparation task (35%) where students have to demonstrate their practical skills by cooking dishes of their choosing based on a theme from the exam board, which could be a regional cuisine, a dietary need or a life stage.

When the exam coursework is finished, students cover the final 2 parts of the specification covering Food Choice, which looks at why people eat the food they choose to eat) and food provenance, which looks at where food comes from and how it is made.

**Assessment**

As well as the coursework, students sit one exam paper covering all 5 sections of the specification, which is worth the remaining 50% of the available marks.

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

## Option subject: GCSE Music

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

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

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

### Where will this course lead me?

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

### Additional information

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

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

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

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



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

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

### Component 1 Exploring Enterprises – Coursework

This unit explores the different types of business and what they do. Students also examine how market research helps businesses to meet customer needs and look at the factors that contribute to the success of business and the skills needed by entrepreneurs.

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

Weighting: 30% of total course

### Component 2 Planning for and Pitching an Enterprise Activity

This unit allows students to extend their knowledge about business and the products and services they sell. It gives them the opportunity to develop their own business ideas, develop their own product, create a business plan and investigate all aspects of setting up a business.

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

Weighting: 30% of total course



### **Component 3 Promotion and Finance for Enterprise**

During this unit, students will develop an understanding of promotion and finance. Students will explore the types of costs that businesses incur and how what they spend affects them – profit or loss! Students will also explore how firms keep financial records and budget for success. Students will also gain an understanding of advertising and the use of promotion in order to generate business success and will advise and provide recommendations to a given enterprise on ways to improve its performance so that it can effectively target its products to its customers.

Assessment: externally assessed task (exam)

Weighting: 40% of total course

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

### What is the BTEC Technical Award in Sport?

The BTEC Technical Award is designed to develop knowledge, skills and experience of sport. The course has theory and practical components. Students will explore the different types of participant and their needs in order to gain an understanding of how to increase participation in sport and physical activity. Students will undertake practical and classroom-based sessions to develop their ability to plan and deliver sports activity sessions. They will also develop knowledge and understanding of anatomy and physiology.

### What will you study on this course?

Students are required to complete three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Sport				
Component number	Component title	GLH	Level	How assessed
1	Preparing Participants to Take Part in Sport and Physical Activity	36	1/2	Internal
2	Taking Part and Improving Other Participants Sporting Performance	36	1/2	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	1/2	External Synoptic

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

This component includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Specialist equipment and technology required to take part in sport is explored. Students will develop their understanding of physiology and anatomy as they learn how to plan and deliver a warm-up to prepare participants to take part in sport and physical activity.

#### **Component 2 - Taking Part and Improving Other Participants Sporting Performance**

This component includes the components of fitness and how they are used in different types of sport, practical participation in sport and the rules and regulations that govern particular activities. Students will explore ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.

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

This component covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance and is assessed through a written exam at the end of year 11.

## **Assessment Milestones and key dates for this modular course**

Component 1 and 2 will involve students being assessed in an internal assessment in exam conditions. This is a Pearson Set Assignment (PSA), marked by the centre and moderated by Pearson.

The PSA for Component 1 will be completed in approximately 5 hours of supervised assessment. It will take place in February/March in Year 10 and counts towards 30% of the course.

The PSA for Component 2 will be completed in approximately 4 hours of supervised assessment. It will take place in October/November in Year 11 and counts towards 30% of the course.

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

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

## **Getting the choice the right**

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

## **Did you know?**

The qualification provides opportunities for students to develop transferable skills, such as communication, problem solving, research and analytical skills, supporting progression to Level 3 vocational or academic qualifications. This qualification can lead to a career in coaching and teaching, outdoor pursuits, professional sport podiatry, leisure management, sports medicine, sports development and sports coaching, sports psychology, sports physiology, sports massage, therapy and rehabilitation, sports dieticians, journalism, sports science, physiotherapy, public relations, administration and management.

## **Future studies**

After Year 11 students might consider progression to: A Levels as preparation for entry to higher education, study of a vocational qualification at Level 3, such as a BTEC National in Sport which prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the sport sciences, leisure, coaching and teaching sectors.

## Option Subject: GCSE Sociology

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

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

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

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

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

For any further information please see **Mr Walker**.