



Key Stage 4 Options Booklet

2023 - 2025

Dear Parents and Carers of our Year 9 students,

The Options are a very important time for your children. For the first time, they are able to have a say in the curriculum they study. These are decisions not to be taken lightly as their impact on further – and higher- education, together with career opportunities, may not be fully appreciated for some years to come. It is with this in-mind that we strongly recommend retaining a broad and balanced range of subjects up until the age of 16.

We feel that the wide range of subjects and combinations available will provide this breadth and would always suggest that the EBacc group of subjects be considered: these involve Geography/History and a Language alongside the compulsory core subjects. We recognise that these will not be relevant for all, but do they form a strong academic base for future progress.

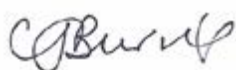
The Options take place at a very exciting time for Priestnall School as a whole, as we look to join the very successful and locally-based Laurus Trust. We are extremely proud to be joining this organisation, whose outlook and ambitions match our own. All members of our school community are likely benefit greatly from the move and our current Year 9, the Class of 2025, are in pole-position for this.

The students will already be familiar with the majority of the subjects from which they can choose however, it is essential that a really good understanding of both the content and demands of the courses on offer is grasped: this booklet and the Options Evening event are designed to provide this information.

Expressing a preference for subjects is only the starting point of the Key Stage 4 learning journey. From the preferences, all students will have an Options Interview with a member of the school's leadership team to discuss the suitability of their selections: these choices are important.

We hope that you will find this document useful. Should you require any further information, please don't hesitate to ask or contact a member of the school team. We want to ensure that, with yourselves, students make well-informed choices which are right for them and their future intentions.

Yours faithfully,



Mr C Burns
Headteacher



Mr T Clarey
Deputy Headteacher



Mr R Jones
Deputy Headteacher

The Core Curriculum

The core curriculum is compulsory and will be studied by all students. This involves the following subjects:

- English Language and English Literature
- Mathematics
- Combined Science
- Physical Education
- Personal Development (including RE, Citizenship, PSHE, SRE)

Students will study 4 additional subjects alongside this compulsory curriculum.

1. The English Baccalaureate (EBacc)

The English Baccalaureate comprises a number of key subjects which ensure a broad and balanced curriculum is maintained. This will both foster the widest network of neuro-pathway development and embed an important range of knowledge and skills in young people. The EBacc will facilitate the widest scope of opportunities in education and careers after finishing secondary school. To achieve this, students will study a Modern Foreign Language and either History or Geography alongside the core curriculum. The Government/ Department for Education promote this ambition and so do all other high-quality schools.

All students are welcome to study for the EBacc, though we recognise that this might not be relevant or appropriate for all. It does, however, provide a solid baseline for progression after high school, further information about the EBacc can be found on page 6.

There are separate Pools from which to choose the EBacc subjects plus further option subjects

2. Further Option subjects

Students will choose additional subjects to complete their curriculum in Years 10 & 11. These will be as preferences made using SMS options via the SIMS Parent App.

It is important to recognise – and for us to emphasise- that post-16 college, sixth-form or other training is the place for specialism. A broad range of subjects should be retained up to GCSE-level.

Students will choose one subject from Pools 1 and 2, plus four additional selections from Pool 3 (two will be studied) **these must be ranked in order of preference:** 1 to 4 (1 = 1st choice).

Option Pools

Pool 1 Select ONE	Pool 2 Select ONE	
<ul style="list-style-type: none"> • Geography • History 	<ul style="list-style-type: none"> • French • Spanish • Art & Design* • Computer Science* • Drama & Theatre Arts* • Engineering Design* (CNAT) 	<ul style="list-style-type: none"> • Food Preparation & Nutrition* • Health & Social Care* (BTEC) • Separate Sciences* • Sport Studies* (OCR Level 2) • Textile Design*
<p><i>* Note: these subjects are also available to be selected in Pool 3</i></p>		

Pool 3: Further Options		
<p>Choose FOUR in order of preference: (These subjects, courses and classes are exactly the same as those in Pool 2)</p>		
<p><u>Academic Core</u></p> <ul style="list-style-type: none"> • Separate Science (Triple Award: 3 x GCSEs in Biology, Chemistry & Physics) • Geography • History (History or Geography can be combined with Pool 1 choice) <p><u>Technologies</u></p> <ul style="list-style-type: none"> • Food Preparation & Nutrition • Engineering Design* (CNAT) • Hospitality & Catering • Construction Multiskills 	<p><u>The Arts</u></p> <ul style="list-style-type: none"> • Art & Design • Graphic Communication • Textile Design (only one of the above) • Music • Drama & Theatre Arts • Film Studies* • Creative Media Production (BTEC)* (*not together : too similar) 	<p><u>Computing/Business</u></p> <ul style="list-style-type: none"> • Business Studies • Computer Science <p><u>PE/Sport/Dance</u></p> <ul style="list-style-type: none"> • PE GCSE* • BTEC Tech Award in Sport (V)* • Dance GCSE* (*not together : too similar) <p><u>Other Humanities</u></p> <ul style="list-style-type: none"> • Ethics & Philosophy (RE) • Sociology* • Health & Social Care* (BTEC) (*not together : too similar)

We will endeavour to ensure that a timetable is created which enables these option choices to fit alongside the core, but this is not always possible and students need to be happy with the prospect of studying any of the subjects they choose – hence the importance of thinking carefully about all choices and preferences.

These option choices are a commitment: the school's timetable for 2023-24 will be created from them and, as such, students will not be able to change their mind in Year 10. Please choose very carefully.

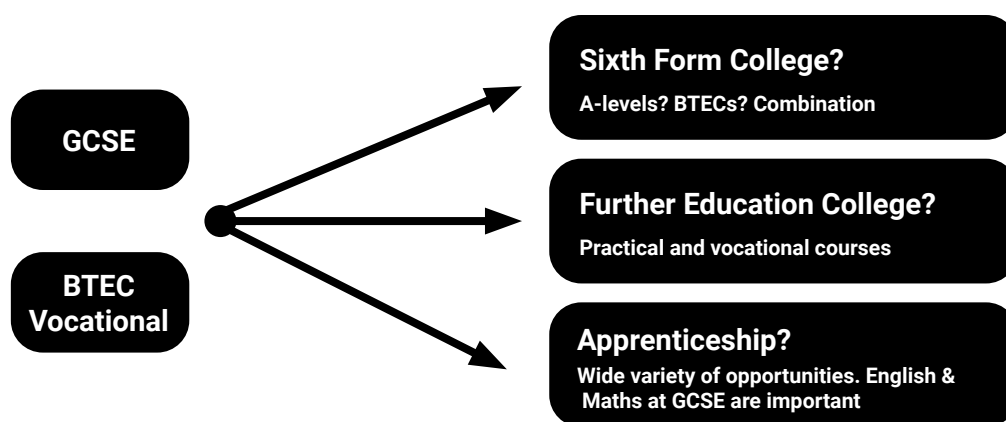
Factors to consider when making option choices

1. Progression

All students need to consider the choices available and the potential post-16 destinations they have in-mind when they move on from Priestnall. These decisions are not only for the here & now, but they need to prepare these young people for their future.

Whichever subjects are chosen, it is important that success at Key Stage 4 leaves as many future opportunities available as possible.

All the qualifications offered at Priestnall can provide a variety of progression opportunities.



2. Breadth and rigour

The aim of our Key Stage 4 curriculum offer and options process is to provide all students with a curriculum that is relevant, ambitious and broad in order to achieve the best set of qualifications they can. It is a competitive world out there!

Breadth means that choices made are not unnecessarily narrow, a result of picking subjects that are too similar: all talents and interests need developing up to GCSE level. As many future options as possible should to be kept open for post-16 futures.

Rigour is about seeking qualifications which, as well as providing breadth, will both challenge and push these young people to achieve their best – hence the desire for the majority to study the EBacc combination of subjects.

3. Assessment Requirements

It's important to consider the assessment requirements of the courses available. For instance, how many and how long are the exams? Are extended written answers a common part of assessments? Are there practical or performance elements of the course which add to the final grade? Does coursework contribute to the overall grade?

4. What not to consider

Don't consider what others, particularly friends, are choosing; what's right for them may not be right for you and it's your future you need to be thinking about. The students in Year 10 classes will not be the same as they were in Year 9.

Don't choose subjects because you think they will be easier than others. All the subjects offered at Key Stage 4 have equivalence: there are no easy options at Key Stage 4!

Similarly, don't choose a subject because you like a particular teacher: options classes may be taught by anyone in that department and teachers move on in their careers.

What is the English Baccalaureate?

The English Baccalaureate, or EBacc, is a set of subjects that seeks to maximise young people's options for further study and future careers. In order to complete the EBacc, students need to study English, Maths, Science, a Language and a Humanities subject.

The subjects that count towards this include:

- English (Literature and Language)
- Mathematics
- Science (Core science, Separate sciences, Computer Science)
- Humanities (History, Geography)
- Languages (Spanish, French)

By studying a compulsory curriculum of English, Maths and Science at Key Stage 4 alongside History, Geography and a language for GCSE, students will complete their EBacc suite of subjects.

The EBacc is seen to have tangible benefits. A study by the UCL Institute of Education showed that studying subjects included in the EBacc provided students with greater opportunities in further education and increased the likelihood that a pupil would stay on in full-time education. Sutton Trust research also revealed that studying the EBacc can help improve a young person's performance in English and Mathematics.

The EBacc also has implications for further study. If your ambition is to go to a top university, these universities have made it clear that they will be looking for high grade A-Level passes in some of what they consider to be the most challenging subjects:

- Maths and Further Maths
- English Literature
- Physics, Chemistry, Biology
- History
- Geography
- Languages (Classical and Modern)
- Economics
- Computing

Therefore, if you think you might want to go on to do A-Levels in any of these subjects, they will be well supported by the EBacc suite.

What different types of qualification are available?

Students at Priestnall are able to choose from two types of qualification: GCSEs and BTEC/ CNAT/Tech Awards (Vocational). Below is a summary of each, as well as some of the key differences.

GCSEs:

These qualifications take a more 'traditional' approach to assessment, with all assessment taking the form of exams at the end Year 11. All these exams are set externally by exam boards. GCSEs are more content-driven than BTECs with success relying upon a student's growing ability to recall and apply factual information and skills. Colleges and Sixth Forms do not always require GCSEs for further study, but more selective providers may.

BTECs:

The BTECs and other Vocational courses at Priestnall are Level 2 qualifications. This means that they are the equivalent to GCSEs and are fully recognised by post-16 education providers and employers. The main differences between BTECs and GCSEs relate to the course content and assessment procedures. BTEC courses differ from GCSE courses in that they do not have as many examinations. Assessment is largely based on coursework. However, these courses do still have an external examination element. Vocational courses are similar in that coursework is the predominant form of assessment. There is also, usually, an examination aspect that is conducted at some point across the two years. BTECs and the other Vocational courses provide progression onto Level 3 courses offered by post-16 education providers in the area. These Level 3 qualifications (post-16) attract UCAS points in the same way that their A Level equivalents do, enabling progression to university and further study.

Post-16 Education

The school has excellent links with Stockport's local sixth form colleges and those further afield and we have well-established relationships with Training and Apprenticeship providers in the Greater Manchester area.

Whilst in Year 10, students will have the opportunity to access a range of activities and events to inform and prepare them for Post-16 options. In the summer term of Year 10, students will have the opportunity to access a range of talks, group interviews and Post-16 information sessions, as well spend a day at a sixth form college to sample some Post-16 subjects and courses. There will also be an Education & Training Fair for parents/carers and students. This will help students gain the knowledge and information required for them to make an informed decision about the choices available to them when they leave Priestnall.

Students will be accessing an innovative and easy-to-use careers guidance software programme called Start which seeks to help young people make better and more informed choices about their career path. Connected to live labour market information and course data, Start allows students to create a personal profile which generates suitable jobs, qualifications and new destinations to explore. Start is easy to use and students can begin to build their own profile in minutes. Start provides clear, concise and up-to-date information on what they have to do to move towards a career in those industries, such as choosing the right subjects, courses or apprenticeships.

We would like to encourage you to work with your child on their future progression using this programme. Start can be accessed via the internet once your child has registered on the system. The Careers page on the school website has a wealth of information and links to various external websites which you may find useful when thinking and discussing Post-16 opportunities. For all the latest information relating to Post-16 opportunities please follow the Careers & Post-16 Twitter page @Priestnall_Car.

Careers Education, Information, Advice and Guidance is available to all students in school and is delivered by Mrs Slack the school's Post-16 & Careers Advisor and Miss Ali, from Stockport Family. Every student is invited to a 1-1 Careers Guidance Interview from Year 10 through to Year 11.

FAQs

Who do I speak to if I have any questions?

If you have any questions about specific courses, please direct these to the course leader/head of subject: more general questions should be addressed to the options team: options@priestnall.stockport.sch.uk. We will respond as quickly as possible.

Can Geography and History be chosen?

Yes, they can, but both subjects are heavy on content rely on fairly long written answers in assessments. We would advise students to think very carefully about this combination and speak with their current teachers in those subjects.

What do the Separate (Triple) Sciences involve?

As a core subject, all students study Science and this will result in a combined award of two GCSEs. However, some may wish to study each of the three separate sciences – Biology, Chemistry and Physics - in greater depth and sit a GCSE in each, resulting in the award of three GCSEs: It is not possible to just choose only two of these. Separate Science will take up an option choice. If you are interested in taking the Separate Sciences, then you must think very carefully. If you have a love of Science, a good track record of success in assessments and a possible wish to study Science at A-Level then it may well be a good choice. You should discuss your choice with the Science Department, whose job it is to make sure that students are guided appropriately. You do not have to have taken Separate Sciences to get onto A-Level science courses, but it is an advantage.

What happens if there are insufficient numbers to make a course viable?

At times we have to make difficult choices around the economic viability of a course. We will contact you about this as soon as this becomes a possibility so that you can review the alternatives. We will only withdraw a course when we have exhausted what we see as the alternative curriculum options.

What happens if too many students choose a course?

This very rarely happens, but for some subjects we only have a limited number of specialist teachers, who may have commitments elsewhere. In the event of this happening, subject leaders and teachers will be consulted – along with K.A.S.H. information. Of course, students and their parents/carers will be consulted in this eventuality.

Will option choices involve a change in year-half?

In order to provide as many students a possible with their highest priority option choices, and to balance up core classes, a change of year-half is sometimes necessary. This will only affect teaching groups in the compulsory subjects: option subject classes are mixed-ability and comprised of students from both the X and Y year halves (There is no hierarchy to the year halves). By Year 10, we would expect students to recognise that their curriculum and learning is what matters most. Students will not be required to change LC groups and social times are when friendship groups can get together. Teachers are aware that Year 10 classes may involve students from different year halves and will make their own decisions about seating plans.

What happens if I pick subjects too similar in content?

Some combinations of subjects are not allowed. This is usually where the content and assessment procedure are too similar. This information is detailed in the Options Overview and Options Form. If this happens we will guide you towards alternatives.

What happens if there is a change of mind?

These option choices are a commitment. The school's timetable for 2023-24 will be created from them and, as such, courses and class numbers will be fixed at an early stage. Our position therefore is that students will not be able to change their choices. Only in very exceptional circumstances, for instance when courses are taught at the same time and there is space in the class might a change be considered. With this in-mind, please make option choices very carefully!

What happens if the school can't make a student's options fit?

As soon as it appears that this might be the case, we will speak with the student. This is where the 'order of preference' in the option choices comes into play. We will always explore about what is possible with these in-mind: hence the importance of considering each choice in detail. Our priority is to create a timetable that allows as many students as possible to study their preferred subjects.

Are there any entrance requirements for courses?

There are no specific entry requirements for our Key Stage 4 courses, but students should consider their 'form' in a subject prior to selecting it.

About Key Stage 4

Key Stage 4 is the term used to refer to Years 10 and 11. Students will study a combination of compulsory and optional subjects. Details of all the courses available can be found in this booklet.

At Key Stage 4, student work will be assessed by a formal examination(s) and/or Controlled Assessments (which take place during the course – and have replaced coursework). In light of the government's revisions, the formal examinations will occur only at the end of Year 11: modular exams have been abolished in the majority of cases.

Most students will work towards a GCSE qualification in the majority of their subjects. Government revisions to the National Curriculum and GCSEs mean that all GCSE courses will be awarded with a 'points' grade of 9 - 1 (9 being the highest). Students who do not achieve the lowest grade receive a "U" ("unclassified") grade. Other qualifications do exist which are valued as equivalent to GCSEs in terms of Post-16 progression. Details of these qualifications are described within subject areas.

At Key Stage 4, qualifications and awards may be divided into two categories:

- Level 1 refers to qualifications and awards equivalent to the GCSE grades 3 to 1
- Level 2 refers to qualifications

All GCSEs will be awarded a 9 - 1 point-grade.

Target Setting

Students will have specific and aspirational GCSE Target Grade for each subject they study. These targets are clearly communicated to parents as well as students through our reporting system, and are discussed and reviewed at Parents' Evenings.



options@priestnall.stockport.sch.uk

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|---------------------------------------|--|
| Art@priestnall.stockport.sch.uk | Media@priestnall.stockport.sch.uk |
| Beliefs@priestnall.stockport.sch.uk | MFL@priestnall.stockport.sch.uk |
| Computing@priestnall.stockport.sch.uk | Music@priestnall.stockport.sch.uk |
| Drama@priestnall.stockport.sch.uk | PE@priestnall.stockport.sch.uk |
| English@priestnall.stockport.sch.uk | Science@priestnall.stockport.sch.uk |
| Geography@priestnall.stockport.sch.uk | Sociology@priestnall.stockport.sch.uk |
| History@priestnall.stockport.sch.uk | Technology@priestnall.stockport.sch.uk |
| Maths@priestnall.stockport.sch.uk | |



Glossary of Terms

BTEC Business & Technology Education Council

CYPD Children's & Young People's Directorate

DfE Department of Education

GCSE General Certificate of Secondary Education

NQF National Qualification Framework

NVQ National Vocational Qualifications

QCDA Qualifications and Curriculum Development Agency

UCAS Managing applications to higher education courses in the UK

Options Overview 2023

CORE SUBJECTS All students will study GCSE courses in these subjects	POOL 1 Choose ONE	POOL 2 Choose ONE	POOL 3: FURTHER OPTIONS Make FOUR choices <i>in order of preference</i> : two will be studied. The option courses are the same irrespective of the Pool: all options classes are mixed ability and from both x and y halves of the year.		
<p>English <i>Students will take both GCSE English Language and GCSE English Literature</i></p> <p>Mathematics GCSE</p> <p>Combined Science <i>(2 GCSEs)</i></p> <hr/> <p>Personal Development* Statutory RE Citizenship PSHE SRE</p> <p>Physical Education*</p> <p><i>(* these subjects do not lead to a qualification)</i></p>	<p>Geography</p> <p>History</p>	<p>French</p> <p>Spanish <i>(as studied in Years 7-9)</i></p> <p>Art & Design</p> <p>Computer Science</p> <p>Drama & Theatre Arts</p> <p>Engineering Design <i>(CNAT)+</i></p> <p>Food Preparation & Nutrition</p> <p>Health & Social Care <i>(BTEC)</i></p> <p>Separate Sciences</p> <p>Sport Studies <i>(OCR Level 2)</i></p> <p>Textile Design</p> <p>Note: these subjects are also available to be selected in Pool 3</p>	<p>Separate Science <i>(Triple Award: 3 x GCSEs in Biology, Chemistry & Physics)</i></p> <p>Geography</p> <p>History</p> <p>Business Studies</p> <p>Computer Science</p> <p>Ethics & Philosophy <i>(RE)</i></p> <p>Sociology*</p> <p>Health & Social Care (V)*</p> <p>(*not together)</p>	<p>Art & Design</p> <p>Graphic Communication</p> <p>Textile Design</p> <p>(only one of the above)</p> <p>Music</p> <p>Drama & Theatre</p> <p>Arts</p> <p>Film Studies*</p> <p>Creative Media Production (V)*</p> <p>(*not together)</p>	<p>Food Preparation & Nutrition</p> <p>Engineering Design (V)</p> <p>Hospitality & Catering (V)</p> <p>PE GCSE*</p> <p>BTEC Tech Award in Sport (V)*</p> <p>Dance GCSE*</p> <p>(*not together)</p> <p>Construction Multiskills</p> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p>(V) vocational course: non-GCSE, but equivalent</p> </div>



CORE
CURRICULUM

English Language GCSE

This qualification is taken in conjunction with English Literature.

Students will study GCSE English Language, which will be assessed entirely through examinations at the end of Year 11. English Language is based on skills in reading unseen texts and writing in various styles, with an increased emphasis on technical accuracy. Students will be tested by means of two examinations.

The first examination is one hour forty five minutes in total and is worth 50% of the qualification. It requires students to read and answer questions on one extract of Literature from the twentieth or twenty first century, and then write a piece of creative writing from a selection of two tasks.



Acting Director of Learning: Miss D Hughes

Examination Board: AQA

There are no longer tiers of entry for English Language GCSE

The second examination is also one hour forty five minutes in length and is worth 50% of the total GCSE. Students will have to read and answer questions on two extracts of high quality non-fiction from the nineteenth and twentieth or twenty first centuries. They will then complete one compulsory viewpoint/persuasive writing task.

Breakdown of Examination Components:

English Language is 100% Examinations



Further Information

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>



CORE CURRICULUM

English Literature GCSE

This qualification is taken in conjunction with English Language.

Students will study GCSE English Literature, which will be assessed entirely through examinations at the end of Year 11. English Literature is based on the study of set texts from the British Isles in the forms of novels, plays and poetry. Students will be tested by means of two closed-book examinations.

The first examination is one hour forty five minutes in total and is worth 40% of the total GCSE. Students will study and then answer essay-based questions on a Shakespeare play and a nineteenth century novel.

The second examination is two hours and fifteen minutes long and is worth 60% of the total GCSE. For this exam, a post 1914 novel or play and poems from an Anthology will be studied. Students will then answer an essay-based question on each. Finally they will answer two questions on two unseen poems.



Director of Learning: Miss D Hughes

Examination Board: AQA

There are no longer tiers of entry for English Literature GCSE

Breakdown of Examination Components:

English Literature is 100% Examinations



Further Information

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>



CORE CURRICULUM

Mathematics GCSE

The written examination can be taken at the Higher (Grades 9 - 4) or Foundation (Grades 5 - 1) tiers.

All students will be following a Linear course.

The course covers:

- Number
- Ratio and Proportion
- Algebra
- Shape
- Space and Measures
- Data Handling



Director of Learning: Mr R Musson

Examination Board: EDEXCEL

There is no coursework for GCSE Mathematics

There have been significant changes to the Maths GCSE with additional content being introduced and a change to the grading system. There is also a much greater emphasis placed on applying mathematical skills to problems, both in context to the real world, and as abstract algebraic problems.

Breakdown of Examination Components:

Students will sit 3 papers, one non calculator and two calculator in May/June of Year 11.
Each paper will last 1hr 30mins and will be worth 80 marks.
Final exam 100%



Further Information

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>



CORE
CURRICULUM

Combined Science GCSE

The written examination can be taken at the Higher (Grades 9 - 4) or Foundation (Grades 5 - 1) tiers.

Students are advised to buy the Edexcel Combined Science revision guides from the school library.

In Years 10 and 11, students follow the GCSE Combined Science course of the Edexcel programme of study which is worth two GCSEs. This course is examined at the end of Year 11 and is based on six external examinations worth 100% of the course. Practical skills are assessed in the written examination and are worth 15% of the total marks.

This course is an inspiring blend of science (Biology, Chemistry and Physics) with an emphasis on practical work and the relevance of science in our everyday lives. Students will undertake 18 Core Practicals, based on the apparatus and techniques listed in the DfE criteria. The Core Practicals are designed to enhance students' investigative skills and are assessed through the written examination.



Director of Learning: Ms H Young

Examination Board: Edexcel

This course will enable students to transition to A-level Science subjects. In addition, Edexcel GCSE Combined Science prepares students for a range of apprenticeships, as well as employment opportunities.

Breakdown of Examination Components:

Six examinations (worth 100% of the total grade)
2 x Biology 2 x Chemistry 2 x Physics
1 hour 10 minute written papers taken at the end of Year 11



Further Information

<http://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html>



OPTION
SUBJECT

The written examination can be taken at the Higher (9-4) or Foundation (5-1) Graded Tier.

Separate Sciences GCSEs

Students can opt to study the Edexcel Separate Science Awards in Biology, Chemistry and Physics. This involves studying all three sciences (Biology, Chemistry and Physics) separately to gain three distinct GCSE grades by the end of Year 11.

Over the two years, this course covers a wider range of scientific concepts from the fields of Biology, Chemistry and Physics. Learners are given the opportunity to develop a critical approach to scientific methods and evidence, while applying their knowledge and understanding of how science works and its essential role in society. Practical work is embedded throughout and a minimum of 8 Core Practicals will be completed per individual GCSE and assessed through the written examination (15% of the total marks per paper).

The course is ideally suited for students who have a keen interest in science and the work ethic and enthusiasm to commit to completing this course to the very best of their ability. This course is an excellent foundation for those who are considering science related careers and / or those who have a real passion for science.

Students are advised to buy the Edexcel Biology, Chemistry and Physics revision guides from the school library.



Director of Learning: Ms H Young

Examination Board: Edexcel

Please note: in order to achieve appropriate balance in class sizes, it is sometimes necessary for students to move year-half in order to access the Separate Science option.

Breakdown of Examination Components:

Six 1 hour 45 minute written examinations
(worth 100% of the total grade) taken at the end of Year 11

2 x Biology
2 x Chemistry
2 x Physics



Further Information

<http://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#tab-1>



EBACC
OPTION

One Tier of
Entry awarding
grades 9 - 1

Geography GCSE

Firstly a topic on urban issues and challenges, followed by the changing economic world and finally resource management specifically looking at food, water and energy resources.

Geographical applications

This unit has two sections the first in an issue evaluation where students will explore a geographical problem and make decisions on how it should be managed. This is based on a pre-release booklet that students get 12 weeks before the exam which we then study in class. Then in the second section, questions will be based on the two fieldwork visits that students undertake in Years 10 and 11 - a Human Geography (Urban) field trip in Year 10 and a Physical Geography (Rivers) field trip in Year 11.



Curriculum Leader: Mrs J Rackham

Examination Board: AQA

The Geography GCSE course is made up of three components:

Living with the Physical Environment:

For the Paper 1 examination, students will study a range of physical geography. The first topic examines natural hazards including tectonic hazards, weather hazards and climate change. This is followed by a topic on ecosystems including tropical rainforests and cold environments and finally we will explore UK physical landscapes including coastal landscapes and river landscapes.

Challenges in the Human Environment:

For the Paper 2 examination, students will study a range of human geography.

Breakdown of Examination Components:

- Paper 1 Living with the Physical Environment | 1 hour 30 min | 35% GCSE Mark
- Paper 2 Challenges in the Human Environment | 1 hour 30 min | 35% GCSE Mark
- Paper 3 Geographical applications | 1 hour 15 min | 30% GCSE Mark

All papers are made up of a mixture of short (1 to 2 marks), medium (3 to 4 marks) and long (6 to 12 marks) questions.



Further Information

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>



EBACC
OPTION

One Tier of
Entry awarding
grades 9 - 1

History GCSE

There are three components to this course:

Paper 1: Thematic study and historic environment: taking the theme of Medicine in Britain students will look at how ideas about, and treatment of, disease have progressed from 1250, to the high technology medicine of today. Students will also study a topic called The British sector of the Western Front, 1914-1918; injuries, treatment and the trenches

Paper 2: Period study and British depth study: studying two important areas, Early Elizabethan England 1558-1588 and Super power relations and the Cold War, 1941-1991. In these studies students will focus on how Elizabeth I dealt with threats to her position from home and abroad. Part of this study also involves

looking at Elizabethan society and the age of exploration. Students will also study the development of the Cold War. This will involve looking at key events such as the building of the Berlin Wall and its fall in 1989.

Paper 3: Modern depth study: studying The USA, 1954-1975: conflict at home and abroad. This paper will concentrate on the development of the civil rights movement. This will involve looking at Little Rock, Rosa Parkes, the Ku Klux Klan and Emmet Till, the Freedom Riders, Malcolm X and the assassination of Martin Luther King to name only a few areas. Students will also study the Vietnam War. As part of this the course will cover the reasons for US involvement in Vietnam, how the war was fought and the reasons why the USA failed in Vietnam.



Curriculum Leader: Mrs K Kirwan
Examination Board: Edexcel

Breakdown of Examination Components:

Paper 1 Medicine/Western Front | 1hour 15 mins | 30% GCSE Mark

Paper 2 Elizabethan England/Cold War | 1hour 45 mins | 40% GCSE Mark

Paper 3 USA, 1954-1975 | 1hour 20 mins | 30% GCSE Mark



Further Information

<http://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html>



EBACC
OPTION

One Tier of
Entry awarding
grades 9 - 1

Modern Foreign Languages: French or Spanish

The GCSE in French and Spanish centres around the four attainment areas of listening, speaking, reading and writing. Competences such as note-taking, drafting, editing and identifying key points and other work-related skills are integral to the topics and themes studied.

Topics to be covered in preparation for the listening and reading examinations:

Identity and Culture | Local Area, Holidays and Travel | School | Future Aspirations, Study and Work | International and Global Dimension

All topics and sub-topics are designed to build on previous work to lead to success in the GCSE exam. Listening, Reading and Writing are assessed by examination at the end of Year 11. Speaking is also assessed by one final examination during the summer term of Year 11. Staff provide a high level of

assistance to ensure students are fully supported.

The format of these exams and skills needed (detailed below) is made clear and practiced as much as possible over the course. We use GCSE resources which include exam papers to give the students invaluable practice using correct examination techniques. Students are provided with key vocabulary lists at the start of each series of lessons and are encouraged to revisit regularly to check recognition and spelling. It is these lists which feed into regular vocabulary tests and indeed, all assessments and they are organised to make it manageable for learners.

We are passionate about as many students as possible choosing a language at GCSE as we believe that languages are a key part of a broad and balanced curriculum. Languages will appeal to a variety of students who wish to open up doors to future pathways, careers and life experiences.



Curriculum Leader: Mrs V Ainsworth

Examination Board: Edexcel

Students can be entered for higher or foundation for the French or Spanish GCSE but it is one overall entry (same tier of entry for each of the 4 skills.) This is discussed with the class teacher throughout the course and then tailored to each child's best interests.

Breakdown of Examination Components:

Listening Exam (Q&A in English/ Q&A in French/ Spanish) | 25% GCSE Mark

Speaking Exam (Role Play/ Picture discussion/Conversation) | 25% GCSE Mark

Reading Exam (Q&A in English/Q&A in French or Spanish/Translation from French or Spanish to English) | 25% GCSE Mark

Writing Exam (Varied length written responses including picture response, written paragraph, choice of 2 extended essays/Translation English into French or Spanish) | 25% GCSE Mark



Further Information

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.html>



OPTION
SUBJECT

**One Tier of
Entry
(AQA Art, craft
& design 8201)
Grades: 9 - 1**

Art & Design GCSE

GCSE Art, Craft & Design is a very popular and successful course at Priestnall school. The Art Department is very clear in its objectives: ultimately we want our students to achieve the best grades but we also want them to develop as artists, craftspeople and designers, both in the academic sense and in their practical abilities. The GCSE course is structured to allow each individual to flourish and find a way of working that suits their strengths and interests.

Students can choose to work in a wide range of materials from drawing and painting to mixed media, digital photography and paper cutting. They are led expertly through an exciting course which teaches them a wide range of processes. When the student arrives at the externally set task they will know what their strengths and weaknesses are and will thoroughly enjoy working with independence. There are extra-curricular opportunities to enable students to extend learning and begin to develop an opinion on 'what is art?' The study of art, craft & design enables our students to really think about the world around them and how they engage with it creatively. Students write about their findings, influences and processes as part of the reformed GCSE and this takes the form of short written annotations and creatively presented artist analysis. This is a practical subject and written content is kept to a minimum.

Our broad syllabus is inclusive of traditional and contemporary practice, as well as each of our student's ideas. Each year we are tailoring course content as we respond to contemporary ideas, issues and experiences. We support and develop links to prepare students for future studies and careers in the creative industries. We are proud of the consistently high grades our students are rewarded with for their artwork and would welcome as many new candidates as possible through this year's options process.

In an ever-changing economic and social landscape, art, craft and design remain constant and relevant and feed directly into careers in the design industry, as well as media & culture. Creativity, which is at the core of our curriculum, continues to be one of the most desirable characteristics employers look for in an employee.



Curriculum Leader: Mrs A Marsh

Examination Board: AQA

There is no written exam in GCSE Art

Taking Art at GCSE level allows students to continue to explore this valuable side of their skillset ready whatever career path they choose.

Breakdown of Examination Components:

Coursework 60% - completed in class across Year 10 & 11.
Final Exam 40% - a practical submission of preparation work and Final piece(s) at the end of Year 11



Further Information

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>



OPTION
SUBJECT

This exam
is untiered.
Grades: 9 - 1

(Art) Graphic Communication

Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

Areas of study

- Communication graphics
- Design for print
- Advertising and branding
- Illustration
- Typography

Skills

Students must demonstrate the ability to work with:

- typography
- illustration
- digital working methods
- pencil, pen and ink, pen and other graphic media
- digital media

Component 1 Portfolio

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. workshops; mini and/or foundation projects; responses to gallery, museum or site visits; independent study and evidence of the student's specific role in any group work undertaken.

Component 2 Externally set assignment

AQA will provide a separate externally set assignment with seven different starting points.



Director of Learning: Mr A Thurstan

Examination Board: AQA

Breakdown of Examination Components:

Component 1

- No time limit
- 96 marks
- 60% of GCSE

Component 2

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE



Further Information

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>



OPTION
SUBJECT

This exam
is untiered.
Grades: 9 - 1

(Art) Textile Design

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Areas of study

- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and/or embellished textiles
- Soft furnishings and/or textiles for interiors

Skills

Students must demonstrate the ability to work with:

- stitching
- appliqué
- construction methods
- printing
- threads/ fabrics
- textile

Component 1 Portfolio

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. workshops; mini and/or foundation projects; responses to gallery, museum or site visits; independent study and evidence of the student's specific role in any group work undertaken.

Component 2 Externally set assignment

AQA will provide a separate externally set assignment with seven different starting points.



Director of Learning: Mr A Thurstan

Examination Board: AQA

Breakdown of Examination Components:

Component 1

- No time limit
- 96 marks
- 60% of GCSE

Component 2

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE



Further Information

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>



OPTION
SUBJECT

One Tier of
Entry awarding
grades 9 - 1

Business Studies GCSE

GCSE Business Studies is a linear course consisting of 2 units. The units are designed to encourage candidates to consider the practical application of business and economic concepts. The units provide students with the opportunity to explore the theories and concepts in the context of events in the business and economic world.

The course consists of 2 units:

Theme 1 Introduction to Small Business

This is a compulsory unit which is externally assessed. The unit focuses on start-up businesses and includes looking at: spotting a business opportunity; showing enterprise; putting a business idea into practice; making the start-up effective; understanding the economic context.

Theme 2 Building a Business

This is a compulsory unit which is externally assessed. The unit focuses on growing businesses and includes looking at: Marketing; Meeting customer needs; Effective financial management; Effective people management: The wider world affecting business.



Curriculum Leader: Mrs H Drury

Examination Board: Edexcel

Breakdown of Examination Components:

Introduction to Small Business
Written Examination (1 hour & 30 minutes)
90 marks 50%

Building a Business
Written Examination (1 hour & 30 minutes)
90 marks 50%



Further Information

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>



OPTION
SUBJECT

One Tier of
Entry awarding
grades 9 - 1

Computer Science GCSE

Computer Science provides students with an exciting, practical focus on real-life programming, developing skills relevant to the future.

Students have the opportunity to :

- Understand and apply the fundamental principles and concepts of CS, including abstraction,
- decomposition, logic, algorithms, and data representation. Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and
- debugging programs. Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems and how they communicate with one another and with other systems. Understand the impact of digital technology on wider society, including issues of privacy and cybersecurity. Apply mathematical skills relevant to CS.

Component 1 Principles of Computer Science

Students will develop their knowledge, skills understanding within the following topics:

1. Computational thinking. 2. Binary for data representation. 3. Computers (Hardware/Software). 4. Networks. 5. Issues and the Impact of computers.

Component 2 Application of Computational Thinking

Students learn to: 6a Develop code, 6b Identify structural components of programs, 6c Write programs using primitive data types/structures, 6d Enable inputs/outputs using validation and accessing arrays/text files, 6e Make use of arithmetic operators. 6f By creating functions.



Curriculum Leader: Mrs H Drury

Examination Board: Edexcel

Success on this course requires good mathematical skills.

Breakdown of Examination Components:

Paper 1: Principles of Computer Science
Written paper 1 hr 30 mins. 5 questions, 1 for each of the topic areas and include multiple choice, short, medium and extended open responses, and tabular and diagrammatic items.

Paper 2: Application of Computational Thinking
2 hours. On-Screen Examination covering topic 6 problem solving with programming. The exam consists of 6 compulsory questions where students will code Python 3 using an Integrated Design Environment (IDE).



Further Information

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html>



OPTION
SUBJECT

NQF Level 2

Creative Media Production BTEC

Creative Media Production can lead onto further Media studies courses such as BTEC (Level 3) and A Level. It also complements other creative subjects. Possible routes into employment may involve roles in the creative media industry such as filming, radio broadcasting, production roles, advertising, photography, game designs, amongst many other roles that involve interacting with others and using new media technologies.

You need to be willing to form your own opinions and become a critical reader of the media by investigating and researching topics independently. The ability to manage your own time and work to deadlines in this subject is a must, just as it is in the media industry. Independent effort is of utmost importance, especially when producing your own media products, as are good teamwork skills as you will work with others when creating your own media productions.

The GCSE Film Studies course is divided into three areas:

Component 1: Exploring Media Products

You will learn about media sectors and investigate media products across the following sub-genres: Audio / moving image (TV programmes, films, video shorts / animations, radio broadcasts) | Publishing (newspapers, magazines, books, e-magazines, comics) | Interactive (websites, mobile applications, mobile games, video games, online games)

Component 2: Developing Media Production Skills

You will develop technical skills and techniques in audio / moving image, publishing and interactive media | You will experiment with a variety of media production skills and techniques | Apply the technical skills that you learn in creating your own media product | Reflect on your progress use of skills

Component 3: Create a media product in response to a brief

This unit is in the form of a practical assessment that is set by the exam board and assessed by the exam board. You will have a set amount of hours to complete the production Learn how to respond to a media brief | Plan your response to the brief | Apply skills and techniques to a production | Justify the process and outcome you have developed | Reflect on your application of skills, time management and use of resources



Curriculum Leader: Mr B Delaney

Examination Board: Pearson

Excellent attendance is required for this course as you will build up your portfolio of work from September in Year 10.

Breakdown of Examination Components:

Component 1 - 30% (Internally assessed assignment)

Component 2 - 30% (Internally assessed assignment)

Component 3 - 40% (Externally assessed task)



Further Information

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html>



OPTION
SUBJECT

One Tier of
Entry awarding
grades 9 - 1

Dance GCSE

The GCSE Dance course is aimed at students, both boys and girls, who have a keen interest in dance and performance. The course focuses on developing students' technical and expressive skills in performance as well as their ability to create movement which expresses and communicates a range of different ideas and concepts.

From the start of the course, six new and vibrant professional dance works (which form the 'AQA GCSE Dance Anthology') are studied in a practical and theoretical manner to broaden students' knowledge and understanding of the diverse range of dance works being performed in the United Kingdom today.

Students will develop their performance skills through being taught a range of different dances throughout the course. They will showcase these skills by performing as a soloist and in as a trio in a formal examination at the end of Year 11. Students will also develop their knowledge and understanding of the craft of choreography through responding creatively to an externally set stimulus by AQA.

To cement all the above skills, students will develop the skills to evaluate, analyse and appreciate their own performances as well as the six professional works from the anthology, which will be examined through a written paper at the end of Year 11.



Curriculum Leader: Mrs J Morrison
Examination Board: AQA

Breakdown of Examination Components:

Component 1: Performance & Choreography (60% of Total Grade)
Two Set Solos (40 seconds each) - 15% of Total Grade
Trio Performance (3-5 minutes) - 15% of Total Grade
Group Choreography based on a stimulus set by AQA (3 minutes) - 30% of Total Grade

Component 2: Dance Appreciation (40% of Total Grade)
Written Exam (1 hour 30 minutes)



Further Information

<http://www.aqa.org.uk/subjects/dance/gcse/dance-8236>



OPTION
SUBJECT

This exam is
untiered.

Design & Technology

Engineering Design (Cambridge National)

This is a highly relevant curriculum developed with teachers and relating to modern Engineering Design. It provides seamless progression to Level 3 Vocational Engineering, Design and Technology at A Level, or a range of related apprenticeships in the sector. This qualification is suitable for students aged 14-16 on a full-time study programme wanting to develop applied knowledge and practical skills in engineering design. Who want to progress onto other related study, such as qualifications in Engineering or Design and Technology.

Students will study three units:

Unit R038 Principles of engineering design

Topic Area 1: Designing processes, Stages of the iterative design process, and the activities carried out within each stage of this cyclic approach.

Topic Area 2: Design requirements, Types of criteria included in an engineering design specification, how manufacturing considerations affect design

Topic Area 3: Communicating design, types of drawing used in engineering, working drawings, using CAD drawing software

Topic Area 4: Evaluating design ideas, methods of evaluating design ideas, modelling methods, methods of evaluating a design outcome

Unit R039 Communicating designs

Topic Area 1: Manual production of freehand drawing, sketches for a design idea.

Topic Area 2: Manual production of engineering drawings, produce an isometric sketch for a design proposal, engineering drawings for a design idea.

Topic Area 3: Use of computer aided design (CAD), a 3D CAD model of a design proposal to include compound 3D shapes.

Unit R040 Design, evaluation and modelling

Topic Area 1: Product evaluation processes, Product analysis, product disassembly.

Topic Area 2: Modelling design ideas, Methods of modelling and manufacture.



Director of Learning: Mr A Thurstan

Examination Board: OCR

Graded as: Distinction *, Distinction, Merit or Pass at Level 2
Distinction, Merit, Pass, Unclassified at Level 1

Breakdown of Examination Components:

Unit R038 OCR set | 70 marks | 48 Guided learning hrs (40%) | 1 hour 15 minutes written examination Terminal Assessment

Unit R039 NEA centre assessed | OCR moderated 60 marks (30%) | 36 guided learning hours

Unit R040 DNEA centre assessed | OCR moderated 60 marks (30%) | 36 guided learning hours



Further Information

<https://www.ocr.org.uk/Images/610944-specification-cambridge-nationals-engineering-design-j822.pdf>



OPTION
SUBJECT

Level 1

- Award
- Certificate
- Extended Certificate
- Diploma

Design & Technology

Construction Multiskills

Plastering | Plaster solid backgrounds | Plaster non-solid internal walls | Prepare and fix plasterboard and set

Tiling | A wall with an internal angle | A wall with an opening | A wall with decorative feature

B

reakdown of Examination Components:

NOCN_Cskills Awards Level 1 Award = 11 Credits

NOCN_Cskills Awards Level 1 Certificate = 17 Credits

NOCN_Cskills Awards Level 1 Extended Certificate = 26 Credits

NOCN_Cskills Awards Level 1 Diploma = 37 Credits



Director of Learning: Mr P Stirling

**NOCN_Cskills Awards Level 1 Award in
Construction Multiskills (2020)**

The purpose of this unit is to allow learners to develop and demonstrate basic construction multiskills.

Students will be assessed during the first few months and an appropriate level of study will be decided.

The purpose of these qualifications is to equip learners with the knowledge and understanding to progress to further training in either construction multiskills or a trade specific qualification at Level 2, and on completion at Level 2 to progress into a job role in the construction industry.

These Level 1 qualifications provide learners with a range of skills and knowledge from core construction trades. Learners will also develop an understanding of the health and safety requirements for working in the construction industry.

The award and certificate focus on skills and knowledge from a variety of construction trades but learners can choose to complete an extended certificate or diploma to broaden their construction skills and knowledge. Tasks will include:

Carpentry and Joinery | Joinery joints | Hanging a door | Fit kitchen units and worktops | Fit skirting and architraves

Painting and Decorating | Preparing surfaces | Painting doors | Painting a feature wall | Applying wallpaper and decorative finishes



Further Information

NOCN_Cskills Awards Level 1 Award in Construction Multiskills (2020)

NOCN_Cskills Awards Level 1 Certificate in Construction Multiskills (2020)

NOCN_Cskills Awards Level 1 Diploma in Construction Multiskills (2020)



OPTION
SUBJECT

**Level 2
Certificate in
Construction**

Design & Technology

Construction Multiskills

The mandatory units that learners must complete to obtain the full qualification are as follows:

- Level 2 Workplace health, safety and welfare
- Level 2 Basic Carpentry and Joinery Skills
- Level 2 Maintain and use Carpentry and Joinery Hand Tools
- Level 2 Install basic plumbing
- Level 2 Wall and Floor Tiling Skills
- Level 2 Painting and Wallpapering Skills



Director of Learning: Mr P Stirling

**NOCN_Cskills Awards Level 2 Certificate in
Construction Multiskills**

The purpose of this unit is to allow learners to develop and demonstrate basic construction multiskills.

Students will be assessed during the first few months and an appropriate level of study will be decided.



Further Information

https://www.nocn.org.uk/products/qualifications/20952-603-3919-6-nocn_cskills-awards-level-2-certificate-in-construction-multi-skills/

This is an ambitious, stretching goal for school age pupils to achieve the full Level 2 qualification, and we had to lobby the Awarding Body for the age group to be changed to 14+ from the previous minimum age of 16. But, we feel there are learners in the group who can achieve, providing their attendance is good.



OPTION
SUBJECT

This exam
is untiered.
Grades: 9 - 1

Design & Technology

Food Preparation & Nutrition GCSE

- cooking techniques and equipment
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.



Director of Learning: Mr A Thurstan

Examination Board: Eduqas

The GCSE in Food Preparation & Nutrition develops skills and knowledge of food preparation and food science as well as enabling students to make informed decisions about food and nutrition.

The GCSE in Food Preparation & Nutrition offers progression into Level 3 vocational qualifications and A-Levels and supports progression into careers such as food scientist and nutritionist.

By studying food preparation and nutrition learners will:

- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different

Breakdown of Examination Components:

Component 1

Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes

50% of qualification

Component 2:

Food Preparation and Nutrition in Action - Non-examination assessment:

Assessment 1: 8 hours, Assessment 2: 12 hours

50% of qualification



Further Information

<https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>



OPTION
SUBJECT

This exam is
untiered.

Design & Technology Technical Award

Hospitality & Catering

Unit 2 Hospitality and Catering in Action (internally assessed)

In this unit students will gain knowledge of the nutritional needs of a range of client groups in order for them to plan nutritional dishes to go on a menu. Students will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

A number of practical skills, techniques and cooking methods must be practiced before the students complete a practical cooking exam. Students will cook weekly to ensure that their skills are developed before the practical exam.



Director of Learning: Mr A Thurstan

Examination Board: WJEC

*Graded as: Distinction *, Distinction, Merit or Pass at Level 2 (Equivalent to 1 GCSE) Pass at Level 1 is also available.*

Breakdown of Examination Components:

Unit 1: Written Exam (40%) 90 Marks, 90min Exam

Unit 2: Controlled Assessment (60%) 9 Hours

The Level 1/2 Award in Hospitality and Catering offers progression into Level 3 vocational qualifications and supports progression into several careers in the food / catering industry.

Unit 1 The Hospitality and Catering Industry (externally assessed)

In this unit, students will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. Students will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding students gain will enable them to respond to issues relating to all factors within the hospitality and catering section and provide them with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.



Further Information

www.wjec.co.uk

Search for Hospitality & Catering and select the 'Level 1 / 2' qualification



OPTION
SUBJECT

One Tier of
Entry awarding
grades 9 - 1

Drama & Theatre Arts GCSE

Students are assessed on their knowledge of how drama and theatre is developed and performed and on their ability to analyse and evaluate the live theatre work of others.

The subject content for GCSE Drama is divided into three components:

Component 1 Understanding Drama

Section A: Knowledge & understanding of drama terminology & theatre

Section B: Study of set text - four questions on a given extract from the set play chosen

Section C: Live theatre production - Analysis & evaluation of the work of live theatre makers

Component 2 Devising drama (practical)

Process of creating drama

Performance of devised drama

Analysis and evaluation of own work

Component 3 Texts in practice (practical)

Performance of two extracts from one play

Practical Work

Study and performance of two key extracts from one scripted play (monologue, duologue or group performance). Devising (evidenced in Devising Log) and performance of devised drama (duologue or group). Minimum performance times:

- monologue - two minutes
- duologue - three minutes
- group - four minutes.



Curriculum Leader: Mr G Dever

Examination Board: AQA

Breakdown of Examination Components:

Weightings 40% Written exam 60% Practical

Component 1: Written exam: 40% of GCSE - 1 hour 45 minutes

Component 2: Practical exam: 40% of GCSE - Evidenced in Devising Log

Component 3: Practical exam: 20% of GCSE - Marked by a visiting examiner

Practical Assessment: Component 2 is marked by teachers (postal moderation)

Written exam paper—Split into three compulsory sections:

Section A : four multiple choice questions on roles and terminology

Section B : four questions on a given extract from the set play chosen

Section C : one two part question (from a choice) on a live production seen.



Further Information

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>



OPTION
SUBJECT

One Tier of
Entry awarding
grades 9 - 1

Ethics & Philosophy GCSE

In Year 10 students can opt to take Philosophy, Ethics and Religion at GCSE. In this subject students will consider Atheist, Agnostic and Theist approaches to belief and practice along with considering a range of ethical situations and philosophical ideas. Issues will be considered from a range of different faiths and secular perspectives, but will focus on Christianity, Islam and atheist approaches.

The topics students will consider include:

Religion and Life

1. Philosophical and Ethical approaches
2. Cosmology and creation
3. The nature of God
4. The problem of evil and suffering
5. Sources of guidance including Holy Texts
6. Human rights and rules base on a range of sources of morality
7. Faith in practice
8. Celebrations and symbolism

9. Relationships and Family
10. Matters of life and death (Abortion and Euthanasia)
11. Life after death

Lessons are full of discussion and debate, arguments about moral issues and if the choices people make are 'right or wrong'. Students learn to write constructive and challenging responses. They are asked to think deeply about their own values and the values of others. Art, photography and film are used to enhance learning.

These are challenging topics and this is an highly academic subject – but we do have fun!



Curriculum Leader: Mr M Jones

Examination Board: WJEC

There is no coursework in this GCSE

Breakdown of Examination Components:

Assessment is 100% examination through 3 paper:

Paper 1 Religion, Philosophical and Ethical studies in the Modern World | 2 hours | 50% GCSE Mark

Paper 2 – Study of Christianity | 1 hour | 25% GCSE Mark

Paper 3 – Study of a world faith (Islam) | 1 hour | 25% GCSE Mark



Further Information

<http://eduqas.co.uk/qualifications/religious-studies/gcse/>



OPTION
SUBJECT

One Tier of
Entry awarding
grades 9 - 1

Film Studies GCSE

GCSE Film Studies (formerly Media) has a very tangible crossover with English Literature in terms of the exploratory and evaluative skills that the students will be developing; the course is very much essay-based (six essays across two exam papers,) and thus especially suited to students who enjoy constructing extended essay-style responses. Furthermore, as there are a number of subtitled films that we will be covering, it is imperative that pupils are equally prepared to 'read' films from other countries and cultures.

Ultimately, Film Studies GCSE is ideal for students who are interested in developing a critical and analytical understanding of how Film as an artform has developed over the course of the 20th and 21st Century, and the manner in which it both reflects and directs society itself. In this sense, there is also some overlap between subjects such as History, Politics, Sociology and Film Studies itself. To this end, in order to engage with the course, pupils should enjoy independent research and making deeper, wider observations on the context and ideological influences underlying the films that we will be studying.

Throughout the course, students will cover the following key aspects of Film Studies:

Genre | Narrative | Context | Representation | Specialist Writing | Aesthetics

During the course students will develop their ability to:
Respond critically and analytically to a range of mainstream and independent

films. Write scholarly, multi-layered essays addressing a range of ideological influences.

Develop understanding and knowledge of the contexts informing film production
Explore the relationship between finished film product and audience.

Enhance their skills in the planning and creation of films within a specific genre.
Explore the developing world of media technologies.

The GCSE Film Studies course is divided into three areas:

Component 1 Developments in US Film: Students will be studying two thematically-linked films produced by the mainstream/Hollywood studios and an Independently-produced US film.

Component 2 Global Film: Students will be studying three films: Global (English Language), Global (Non English Language) and Contemporary British.



Curriculum Leader: Mr D Poole

Examination Board: WJEC

Success on this course will depend upon a student's ability to communicate effectively through extended writing: good English Literature skills are highly desirable.

Component 3 Students will be required to both construct and produce a script for two, two and a half minute sequence for a film within a specific genre.

Breakdown of Examination Components:

Component 1 Externally Assessed Exam | 1 hour 30 min | 35% GCSE Mark

Component 2 Externally Assessed Exam | 1 hour 30 min | 35% GCSE Mark

Component 3 Non-Examined Assessment Film production, followed by a 750-800 word evaluation | 30% GCSE Mark



Further Information

<http://www.wjec.co.uk/qualifications/film-studies/film-studies-gcse/>



OPTION
SUBJECT

Grades range
from Level 1
Pass to Level 2
Distinction.

Health & Social Care BTEC

Health and Social Care is an exciting and challenging vocational subject for all students passionate about making a difference in the world. It will introduce learners to the important knowledge, understanding and skills that are needed for working in this sector. The Health & Social Care course is hands-on course and gives students a taste of what the sector is like, as well as the skills and confidence to succeed in their next steps. Students get to know the core care values, develop valuable skills and explore potential careers

Students will complete three mandatory units:

Component 1: Human Lifespan Development

Component 2: Health and Social Care Services and Values

Component 3: Health and Wellbeing

Components 1 & 2 are internally marked and graded by the teacher, while component 3 is an externally set and marked, synoptic, case study-based exam.

The exam is based on the work studied in all three components. Coursework assignments will take a range of formats including report writing, information packs, writing reviews and demonstrating care values in a real situation then reviewing their own practice.

Skills and Qualities Required for Success:

- Have an interest in people and the world around you
- Be open minded and able to see events from different points of view
- Ability to work independently and as part of a group
- Organisation as the coursework projects have strict deadlines



Curriculum Leader: Ms L Natshcowny

Examination Board: Pearson

This is a level 2 qualification.

Breakdown of Examination Components:

Assessment 40% 2 hr examination

Coursework 60%



Further Information

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>



OPTION
SUBJECT

One Tier of
Entry awarding
grades 9 - 1

Music GCSE

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can.

AQA have designed a relevant and contemporary GCSE qualification that offers students the chance to study a wide range of musical genres, with more opportunities for practical learning. This GCSE brings theory, listening and composition to life in new and engaging ways, and links to the world around us like never before.

We know that every student has different learning styles and musical tastes, which is why this GCSE values all music styles, skills and instruments. This qualification aims to broaden students' minds and foster a love of all music with a qualification that students of all abilities and backgrounds will enjoy.

There are three components to this course:

Component 1: Understanding Music

Western classical tradition 1650 - 1910
Popular music
Traditional music
Western classical tradition since 1910

Component 2: Performing Music

Performance 1: Solo performance
Performance 2: Ensemble performance

A minimum of four minutes and a maximum of seven minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.



Curriculum Leader: Mr G Parker

Examination Board: AQA

Component 3 Composing Music

Composition 1: Composition to a brief
Composition 2: Free composition

A minimum of three minutes and a maximum of four and a half minutes of music in total is required.

Breakdown of Examination Components:

Component 1: Written exam | 1 hour 30 minutes | 40% GCSE Mark

Component 2: Music Performance | 30% GCSE Mark

Component 3: 30% GCSE Mark



Further Information

<https://www.aqa.org.uk/subjects/music>

<http://www.aqa.org.uk/subjects/music/gcse/music-8271>



OPTION
SUBJECT

One Tier of
Entry awarding
grades 9 - 1

Physical Education GCSE

This course covers both practical and theoretical aspects of PE.

Component 1 Fitness and Body Systems

Applied anatomy and physiology, Movement analysis, Physical training, Use of data.

Written exam. Assessed consists of multiple choice, short and extended answer writing.

Component 2 Health and Performance

Health, fitness and well-being, Sports psychology, Socio-cultural influences, Use of data.

Written exam. Assessed consists of multiple choice, short and extended answer writing.

Component 3 Practical Performance

The three activities must be: one team sport, one individual and one of choice.

Component 4 Personal Exercise Programme (PEP)

Students will produce a Personal Exercise Programme (PEP), analysis and evaluating performance. Assessment is both written and practical. The three activities must be: one team sport, one individual and one of choice.



Director of Learning: Mrs C Jenkins

Examination Board: Edexcel

Breakdown of Examination Components:

Component 1: Written exam | 1 hour 30 minutes | 36% GCSE Mark

Component 2: Written exam | 1 hour 15 minutes | 24% GCSE Mark

Component 3: Practical | 30% GCSE Mark

Component 4: Written Practical | 10% GCSE Mark



Further Information

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/physical-education-2016.html>



OPTION
SUBJECT

One Tier of
Entry awarding
grades 9 - 1

Physical Education

BTEC Tech Award in Sport

This course covers the following three Component.

Component 1 - Preparing participants to take part in sport and physical activity.

During classroom lessons, students will explore the different types and provision of sport and physical activity available for different types of participants. They will identify the barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

During practical lessons, students will be tasked with planning and delivering a sporting warm up to their peers. This will reinforce the work covered in class and computer rooms.

Component 2 - Taking part and improving other participants.

Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

During practical lessons, students will be tasked with planning and delivering both a sporting warm up and main activity to their peers. This will reinforce the work covered in class and computer rooms.

Component 3 - Developing fitness to improve other participants performance in sport and physical activity.

This component is externally assessed, it is worth 60 marks and is a 90- minute exam.

Form of Assessment

The course will be assessed through the following methods:
A written exam | Typed Coursework | Practical performances (both delivering a sport session and performing sporting skills)

Director of Learning: Mrs C Jenkins



Examination Board: Edexcel Level 2

Please note that there will only be ONE practical sports lesson a week which will vary from fitness testing to analysing practical performance – you will not be playing a sport every lesson.

Skills and Qualities Required for Success

- Evidence of attendance at one extra-curricular per week, either at lunch times or after school.
- A keen interest in all areas of sport, not just practical lessons
- Competence in the use of computers
- A keen interest in how the body copes with sporting activities
- Ability to lead others
- Ability to work independently on a task over several lessons
- The ability to produce presentations and perform them in front of others
- Bringing your PE kit to every practical lesson.



Post 16 opportunities and possible career pathways/opportunities

BTEC Sport allows for progression to related vocational qualifications, such as BTEC, Firsts and Nationals in Sport or Sport and Exercise Sciences.

This course can lead on to other opportunities in: physiotherapy, nutrition, analysis of sporting performance, sports science, sports psychology, sports rehabilitation, sports massage, journalism, teaching / lecturing, recreational management, leisure activities, the fitness industry, strength and conditioning, biomechanics, physiology, coaching and officiating.



OPTION
SUBJECT

One Tier of
Entry awarding
grades 9 - 1

Sociology GCSE

The Sociology course studies the culture and behaviour of groups within society. It examines structures such as the social class system, culture and social issues, crime and education. Sociology challenges commonly held beliefs about society and encourages skills of enquiry, independent research and evaluation. Topics include:

The Sociological Approach: Students explore notions of culture, socialisation and identity.

The Family: Focusing on how family imparts socialisation on its members and how the UK family has changed throughout history.

Education: Students examine different educational approaches and its purpose, as well as who the system benefits the most. Relationships within schools and between schools and the work place are also studied.

Crime and Deviance: We consider definitions of crime and deviance, as well as how society is controlled. We focus on patterns of crime (which groups are most

likely to commit crime) as well as investigating why some people are more like to commit crime. Students also look critically at how we measure crime, questioning the various methods of collecting data on the frequency of crime.

Social Stratification: This element of the course examines inequality in society and the balance of power. Students question where power comes from and why it is that some are born into positions of power whilst others' opportunities may be limited.

Social Research: Examining the basics of completing social research and understanding how sociologists investigate society. We consider problems and limitations of social research and explore techniques to create valid and useful studies of social phenomena.



Curriculum Leader: Ms L Natshcowny

Examination Board: AQA

Sociology is an essay based subject.

Breakdown of Examination Components:

Assessment 100% examination | 2 units | each 50% GCSE Mark.
Both units will be sat at the end of year 11.

Unit 1: 50% Compulsory Core
Extended written questions on The Family and Education.

Unit 2: 50% Compulsory Core
Extended written questions on Crime & Deviance and Social Stratification.



Further Information

<http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>