



ST. AIDAN'S  
CHURCH OF ENGLAND HIGH SCHOOL



# Key Stage 4 Course Booklet

2024-2025

## INTRODUCTION

During your first three years at St. Aidan's you have continued to follow a common set of subjects within our successful Key Stage 3 curriculum. As you move into Year 10, you now have the opportunity to make a number of decisions about the courses that you will follow.

As in all schools, we require that you continue to follow courses in some of the subjects that you have taken so far, and this ensures that your programme of study remains broad and balanced through to the end of Year 11. This is important as it means that later career options remain open to you and many students will not make these sorts of life decisions until they have experienced more of these subjects.

You and your parents or carers will be involved in a thorough programme of consultation, to help advise on which subjects you might like to take and, if available, any options that exist within the courses on offer. You will be able to obtain advice from your Form Tutor, your subject teachers, your Head of Year and the Careers staff.

I am delighted with the way that you engage with your studies at school, and I am very confident that you will be able to make sensible subject choices to follow, as well as succeed with your subjects over the next two years. Students who have gone before you have done the same, enjoying their courses with their teachers and achieving excellent results at the end. St. Aidan's consistently achieves examination results that place it very high in the national ranking of comprehensive schools, as well as often being ranked as one of the top schools in Yorkshire.

We are very pleased that, at the end of Key Stage 4, our students are able to successfully move on to their next steps, knowing that they have the qualifications they need and the good character to enjoy whatever career they follow in future. You will continue to receive all the support and encouragement we can give to enable you to achieve your potential.

Siân Dover  
Headteacher




# KS4 COURSES IN YEARS 10 AND 11

This guide gives details of the courses in Years 10 and 11 and explains the choices you can make. All the courses last the full two years.

## CORE COURSES

All students follow courses in the following subjects:

### ENGLISH

 English Language and English Literature


No further choices

### MATHEMATICS

 Maths


No further choices

### RELIGIOUS STUDIES

 Religious Studies

Options within the subject – see subject description (p9)


### PHYSICAL EDUCATION

 Physical Education

No further choices

### SCIENCE

Course Choices:

 Separate (worth 3 GCSEs)

 Combined (worth 2 GCSEs)  BTEC (Equivalent to one GCSE)

## OPTIONAL COURSES

Students must choose **THREE** options from this section, **ONE** from **EACH** group, plus a reserve choice (from **ANY** of the groups).

### GROUP A

ASDAN

Core skills

French

Geography

German

History

Spanish

### GROUP B

Art: Graphic Communication

Business

Computer Science

Core skills

Drama

History

Physical Education

Spanish

Technology: Design & Technology

Technology: Engineering Manufacture

Technology: Food & Nutrition

Technology: Textiles Specialism

### GROUP C

Art: Fine Art

Business

Core skills

Dance

French

Geography

Media Studies

Music

Physical Education

Technology: Design & Technology

Technology: Food & Nutrition

Technology: Textiles Specialism

We will ask you to complete an online form to tell us your options choices. This will be emailed out to your parent/carer after the Options Information Evening and you will need to complete it by Friday 15th March 2024.

## ADDITIONAL INFORMATION

Any significant alterations or additions to the information contained on the course pages will be made available at the Options Information Evening on Wednesday 28th February 2024 and/or the Parent/carers Consultation Evening on Monday 4th March 2024.

# KS4 CHOICES IN YEARS 10 AND 11

## What are GCSEs?

The General Certificate of Secondary Education is a 2-year course which is graded 1-9 where 9 is the highest grade attainable. A grade 5 is described as a 'strong pass' and a grade 4 is a 'standard pass'. Final examinations play a major role in how these grades are attained but some of the more practical or creative courses have an element of Non-Examined Assessment (coursework) thereby reducing the weighting of the final examinations.

Grades 1-9 translate to the old GCSE grades as follows:

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

## What other courses are on offer?

In addition to GCSE courses, we also offer BTEC Science, the ASDAN Award of Personal Effectiveness and the Cambridge National in Engineering Manufacture. These courses have been selected as they have greater opportunities for continual assessment and therefore their outcomes are less reliant on sitting formal exams. They have GCSE equivalence and are graded differently, for example, Pass, Merit, Distinction or Distinction.\* Please refer to individual subject entries for further details.

## What is the English Baccalaureate?

The EBacc is a school performance measure which compares how many students achieve a strong pass (grade 5 or above) in the core academic subjects at KS4 in state schools, defined as:

- English Language and Literature
- Maths
- Science (at least two)
- Language
- Geography or History

The Government introduced the EBacc in 2010 to encourage students to maintain a broad academic education and to aid their progression post 16 in applying for a range of academic courses. The EBacc is not a qualification, it is a school performance measure. We would strongly recommend that students choose courses that they enjoy and find fulfilling, and those which leave doors open for them as they progress to further and higher education.

For further information about the EBacc measure, please visit English Baccalaureate (EBacc) - GOV.UK ([www.gov.uk](http://www.gov.uk))

## Extra-curricular offer

Our curriculum is everything that we offer our students, both through timetabled classes and via our extensive programme of extra-curricular opportunities. Life in all its fullness is experienced and practised in all aspects of school life and we would encourage students to maintain their commitment to and enjoyment of the rich and varied programme on offer throughout years 10 and 11. There is compelling evidence to suggest that students' physical and mental wellbeing is enhanced by regular engagement with activities such as Music, Performing Arts, Charities and Sports and as our students progress into more academically challenging years, we know that continuing to take part in such activities helps to maintain a healthy balance between work and leisure.

# CAREERS EDUCATION AND GUIDANCE



Careers education and guidance is valued highly at St. Aidan's and students receive comprehensive support to guide them through the key transition points, particularly in Years 9 and 11.

The Careers Department employs three professionally qualified Careers Advisers and a work experience coordinator to offer careers information, advice and guidance to all students and we have an extensive range of resources for students to access to help them make informed and realistic career decisions. We aim to raise students' aspirations and their awareness of the options and opportunities available to them to enable them to become effective decision makers and to plan for their future careers.

Representatives from universities, colleges and employment regularly visit school to talk to students about courses, career routes and opportunities available and we organise an annual careers evening and events throughout the year.

In Year 9, all students will participate in a lesson led by Careers staff, introducing students to the options process, how to make an informed decision about their KS4 subject choices and begin undertaking careers research.

During Year 11, Careers Advisers will help students make informed decisions about their post-16 options, be that Sixth Form, college or an apprenticeship, and every student will have individual careers guidance appointments. We offer the opportunity to complete work experience and will assist you in finding a placement and help you prepare for this opportunity to ensure that you gain a relevant insight into the world of work.



If you have any questions or would like to arrange a meeting to discuss Key Stage 4 options in greater detail, please email [careersstaff@staidans.co.uk](mailto:careersstaff@staidans.co.uk) or call us on 01423 818534.

Mrs Dukes - Careers Leader

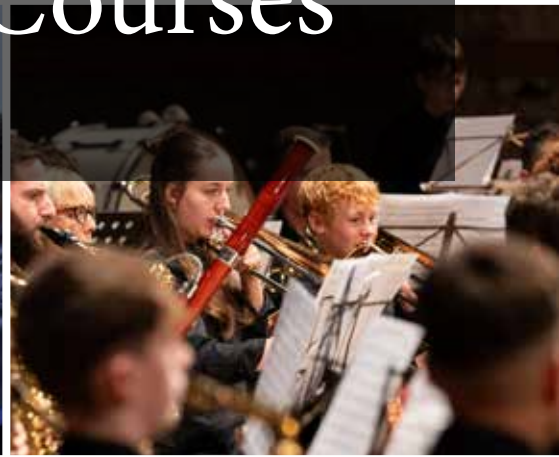
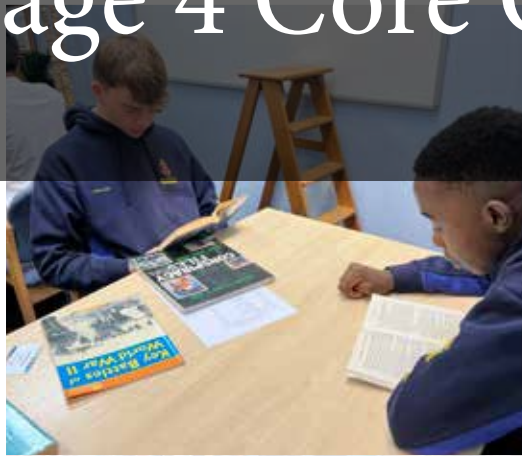
Mrs Richmond - Assistant Careers Lead

Mrs Jackson - Careers Advisers (Maternity cover)

Mrs Farrar - Work Experience Coordinator



# Key Stage 4 Core Courses



# ENGLISH LANGUAGE AND ENGLISH LITERATURE

“English Language is a core subject in the National Curriculum and includes a wide range of reading and writing tasks”



## English Language

**Paper 1: Explorations in Creative Reading and Writing - 50% of overall GCSE**

**Section A Reading:** You will read a single source from 20th or 21st century fiction, e.g. an extract from novels and short stories. You will consider how writers use language and structural techniques to capture the interest of readers. You are also required to put forward a critical view of the extract in response to a statement given on the exam paper.

**Section B Writing:** You will use a written prompt or visual stimulus to produce descriptive or narrative writing. Accuracy and the organisation of your work will be a key focus.

**Paper 2: Writers' Viewpoints and Perspectives - 50% of overall GCSE**

**Section A Reading:** You will use two linked sources from different time periods, e.g. 19th century and either the 20th or 21st century to consider how each presents a perspective or viewpoint to influence the reader. Sources will be non-fiction and literary non-fiction, e.g. broadsheet newspapers, articles, travel writing, diaries, letters, autobiography and biography.

**Section B Writing:** You will write an article, speech or letter presenting a point of view on a topic which links to section A. Accuracy and organisational techniques will be a key focus.

**Non-examination Assessment: Spoken Language (0% weighting of GCSE)**

You are required to deliver a presentation to the class in Year 9. You must respond to questions and feedback and use Standard English. This is assessed by your Year 9 teacher and appears on the exam certificate as an endorsement awarded as a pass, merit or distinction.

## English Literature

**Paper 1: Shakespeare and the 19th Century Novel - 40% of GCSE Literature**

**Section A Shakespeare:** You will answer one question on a Shakespeare play. You will be required to write in detail about an extract from the play and then to write about the play as a whole. Text choice will be Macbeth. There are marks for accurate spelling, punctuation and grammar in this section. This is a closed book exam.

**Section B 19th Century Novel:** You will answer one question on a 19th Century novel. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Text choices will be: The Strange Case of Dr Jekyll and Mr Hyde or A Christmas Carol, depending on the English teacher and group. This is a closed book exam.

**Paper 2: Modern Texts and Poetry - 60% of GCSE Literature**

**Section A Modern Texts:** You will answer one question from a choice of two on your studied modern prose or drama text. Text choices: An Inspector Calls, Princess and the Hustler or Blood Brothers, depending on the English teacher and group. There are marks available for accurate spelling, punctuation and grammar in this section. This is a closed book exam.

**Section B Poetry:** You will answer one question on poems from the AQA Anthology. You will have to respond to a taught poem printed on the exam paper and one other poem you have been taught from the selection. The poetry studied will be on the themes of love, conflict or worlds and lives. Poets are: Robert Browning, Carol Ann Duffy, Seamus Heaney, Thomas Hardy, William Blake, Wilfred Owen and John Agard.

**Section C Unseen Poetry:** You will answer one question on an unseen poem printed on the exam paper and then answer another question comparing the first poem with a second unseen poem.

# ENGLISH LANGUAGE AND ENGLISH LITERATURE



“English Literature has equal weighting to English Language and builds on the skills acquired at KS3”



## What will I do on the course?

### English Language

English Language is a core subject in the National Curriculum and includes a wide range of reading and writing tasks that will be a continuation and development of the kind of work you have been used to in English at KS3. Speaking and listening activities will play an important role in accessing the texts studied.

Assessment is based on your skills in Reading, Writing and Speaking and Listening.

### English Literature

English Literature has equal weighting to English Language and builds on the skills acquired at KS3, looking in greater depth at significant works of English Literature – in prose, drama and poetry. You will study the themes and ideas of writers such as Shakespeare, Charles Dickens and Robert Louis Stevenson as well as more recent writers such as Carol Ann Duffy and Simon Armitage.

## How are these courses assessed?

There is no tiering for English exams. Both courses are linear and examined at the end of Year 11. We use end of unit assessments under timed conditions in lessons throughout the course to indicate progress. You have to study both English Language and English Literature.

There is no written coursework for English.

## What can I do with these courses?

English Language at GCSE prepares you for some of the skills required at A Level English Language, e.g. analysis of nonfiction texts and journalistic writing. GCSE English Literature prepares you for the type of texts studied at A Level and close analysis essay skills. Following the English Language and English Literature courses will enable you to access all three English A Level courses at St. Aidan's: English Language, English Literature and English Language and Literature.

## Where can I get further information?

You can find out more information from Mrs Byrne, the Head of Department. Please also see the department area of the school website for the GCSE course outline and the KS4 wider reading list. In addition, a continual variety of resources can be found in your class teacher's page on Microsoft Teams.



# MATHEMATICS



“Mathematics is a vital qualification for all job applications in later life.”



## Course Outline:

The course is broken into two tiers and covers the following areas:

	Higher	Foundation
Number	(15%)	(25%)
Algebra	(30%)	(20%)
Ratio, proportion and rates of change	(20%)	(25%)
Geometry and measures	(20%)	(15%)
Probability and statistics	(15%)	(15%)

## What will I do on the course?

Lessons will cover the work required for the various areas and will relate as much as possible to everyday life and support work in other subjects.

In line with the AQA specification, you will learn to:

- use and apply standard techniques
- reason, interpret and communicate mathematically
- solve problems within Mathematics in other contexts

Contextual questions are essentially problems that are constructed within real life areas.

Homework is a vital part of the course; it is at home that you will have the chance to put into practice the techniques you have learned in class. Practice is essential if you are to completely understand the work done.

## How is this course assessed?

Mathematics will be assessed entirely by three examinations taken in May and June of Year 11 which all carry equal weighting. The exam papers are all 1½ hours long and content from any part of the course may be assessed in any of the exams. Paper 1 is non-calculator.

There is **no coursework** for Mathematics.

## What can I do with this course?

Mathematics is a vital qualification for all job applications in later life. You will develop foundations for further study at A Level in Mathematics and related subjects such as the Sciences. In addition, you will learn problem solving techniques and to think logically.

## Where can I get further information?

For further information please talk to your Mathematics teacher.

# RELIGIOUS STUDIES



You will choose to study either:

Option 1: Religious Studies - Christianity, Islam and four Philosophical and Ethical themes

or

Option 2: Religious Studies - Christianity, Islam, two Philosophical and Ethical themes and two St. Mark's Gospel themes



## Course Outline:

### Option 1:

#### Religious Studies - Christianity, Islam, Philosophical and Ethical themes

**Beliefs, Teachings and Practices** (50% of the qualification)

You are required to study two religions in depth. We will study Christianity and Islam.

**Ethical and Philosophical Studies** (50% of the qualification)

We will mainly focus on Christianity for these units, however some reference to other religious traditions will be made.

There are four elements to this unit:

- Relationships and families
- Religion and Life

Plus two of the following:

- The Existence of God and Revelation
- Religion, Peace and Conflict
- Religion, Crime and Punishment
- Religion, Human Rights and Social Justice

### Option 2:

#### Religious Studies - Christianity, Islam, Philosophical and Ethical themes, St. Mark's Gospel

**Beliefs, Teachings and Practices** (50% of the qualification)

You are required to study two religions in depth. We will study Christianity and Islam.

**Ethical and Textual Studies** (50% of the qualification)

You are required to focus on one religion for this unit. We will focus upon Christianity.

There are four elements to this unit:

- Religion and Families
- Religion and Life
- St. Mark's Gospel: The life of Jesus (ministry, teaching, Passion)
- St. Mark's Gospel as a source of religious, moral and spiritual truth

## What will I do on the course?

You will experience different teaching methods and activities so that in lessons you will have traditional teaching as well as group work and discussion. You will be encouraged to develop your own ideas and to explore them orally and in writing. You will have regular assessment tasks and tests so that you know how you are progressing towards your GCSE.

## How is this course assessed?

The course will be assessed through external examinations taken in May/June of Year 11.

## What can I do with this course?

You can continue Religious Studies at A Level and at university and it is also an excellent foundation for all your other subject and career choices. The thinking and reasoning skills you develop during your course will be valuable tools for the future and your ability to make decisions and reach conclusions about difficult issues will be recognised by universities and colleges and by employers. Religious Studies will be a useful subject to offer if you are thinking about any career that involves working with people, like teaching, social work, the police or marketing. It is valuable for careers in the Media and for Law. If you are thinking of Medicine, Nursing, Veterinary Science or other related careers you will find the work you have done in ethics is very useful.

## Where can I get further information?

You can get more information from your Religious Studies teacher or any of the Religious Studies staff. You can also look on the school's website or check [www.aqa.org.uk](http://www.aqa.org.uk)

# BTEC LEVEL 1/LEVEL 2 FIRST AWARD IN PRINCIPLES OF APPLIED SCIENCE (Equivalent to one GCSE)



As with other Science options this course will be taught with two hours per week for each of Biology, Chemistry and Physics.

This course would be most appropriate for students who make better progress via a system of continual assessment than by sitting terminal exams.



## What will I do on the course?

The course is split into the following four units:

1. Principles of Science
2. Chemistry and Our Earth
3. Energy and Our Universe
4. Biology and Our Environment

The content of the units is as follows:

### Principles of Science

In this unit you will:

- explore cells, organs and genes
- explore the roles of the nervous and endocrine systems in homeostasis and communication
- explore atomic structure and the periodic table
- explore substances and chemical reactions
- explore the importance of energy stores, energy transfers and energy transformations
- explore the properties and applications of waves in the electromagnetic spectrum.

You will be asked to apply knowledge and understanding of these learning aims in familiar and unfamiliar contexts to solve mathematical and non-mathematical problems.

### Chemistry and Our Earth

In this unit you will:

- investigate chemical reactivity and bonding
- investigate how the uses of chemical substances depend on their chemical and physical properties
- investigate the factors involved in the rate of chemical reactions
- understand the factors that are affecting the Earth and its environment.

### Energy and Our Universe

In this unit you will:

- understand ionising radiation, its uses and sources
- know how electrical energy produced from different sources can be transferred through the National Grid to homes and industry
- know the components of the Solar System, the way the Universe is changing and the methods we use to explore space.

### Biology and Our Environment

In this unit you will:

- investigate the relationships that different organisms have with each other and with their environment
- demonstrate an understanding of the effects of human activity on the environment and how these effects can be measured
- explore the factors that affect human health.

### How is this course assessed?

Each unit is worth 25% of the overall mark. The first unit being assessed by an external examination, the other three units are assessed through internal assessment of assignments. There are 10 assignments overall, 4 in Chemistry, 3 in Biology and 3 in Physics.

### Where can I get further information?

Speak to Mr Park – Head of Science.

# COMBINED SCIENCE (Two GCSEs)



In this course you will study six units each of Biology, Chemistry and Physics. There will be two hours of each Science taught every week by specialist teachers.



## What will I do on the course?

You will study the following topics:

### Biology

- B1 – Cell level systems
- B2 – Scaling up
- B3 – Organism level systems
- B4 – Community level systems
- B5 – Interaction between systems
- B6 – Global challenges

### Chemistry

- C1 – Particles
- C2 – Elements, compounds and mixtures
- C3 – Chemical reactions
- C4 – Predicting and identifying reactions and products
- C5 – Monitoring and controlling chemical reactions
- C6 – Global challenges

### Physics

- P1 – Matter
- P2 – Forces
- P3 – Electricity and magnetism
- P4 – Waves and radioactivity
- P5 – Energy
- P6 – Global challenges

Throughout the course you will be required to carry out practical work, think about how Science is used in the world around you and discuss different ideas about Science. There will be no controlled assessment in Science, however there will be sixteen assessed practical activities throughout the course allowing you to develop and demonstrate your skills.

## How is this course assessed?

You will sit six exams each of 70 minute duration and worth  $\frac{1}{6}$  of your final grade. They will cover:

B1-3	C1-3	P1-3
B4-6	C4-6	P4-6

## What can I do with this course?

A GCSE in Science is vital for entry onto many other courses at Sixth Form level and at college.

## Where can I get further information?

Speak to your Science teachers.

## SEPARATE SCIENCE (Three individual GCSEs)



In this course you will study six, seven or eight units each of Biology, Chemistry and Physics respectively.

There will be two hours of each Science taught every week by specialist teachers.



### What will I do on the course?

This course is split into three different GCSEs studying aspects of Biology, Chemistry and Physics. A GCSE is awarded for each individual Science. The following units are studied in each science:

#### Biology

- B1 – Cell level systems
- B2 – Scaling up
- B3 – Organism level systems
- B4 – Community level systems
- B5 – Genes, inheritance and selection
- B6 – Global challenges
- B7 – Practical skills

#### Chemistry

- C1 – Particles
- C2 – Elements, compounds and mixtures
- C3 – Chemical reactions
- C4 – Predicting and identifying reactions and products
- C5 – Monitoring and controlling chemical reactions
- C6 – Global challenges

#### Physics

- P1 – Matter
- P2 – Forces
- P3 – Electricity
- P4 – Magnetism and magnetic fields
- P5 – Waves in matter
- P6 – Radioactive decay – waves and particles
- P7 – Energy
- P8 – Global challenges

Throughout the course you will be required to carry out practical work, think about how Science is used in the world around you and discuss different ideas about Science. There will be no controlled assessment in Separate Science, however, there will be eight assessed practical activities for each Science allowing you to develop and demonstrate your skills.

### How is this course assessed?

You will sit two examinations for each Science, each of 1 hour 45 minutes duration and worth 50% of that Science GCSE. They will cover:

B1-3 & B7	C1-4	P1-4
B4-6 & B7	C5-8	P5-8

### What can I do with this course?

The three Separate Sciences are excellent preparation for taking an A Level in a Science. It is an option for those students considering a career in Science or other areas where competition is strong.

### Where can I get further information?

Speak to your Science teachers.

# PHYSICAL EDUCATION



The aim of the department is to provide opportunities which will positively influence the physical, social, moral and emotional development of the individuals we teach.



## What will I do on the course?

Our hope is that you will be independent in your learning by the end of Key Stage 4 and have embedded the CODE qualities developed across KS3 which will enable you to follow and enjoy your own programme of sport, health and recreation in the Associated Sixth Form and beyond.

Our programme of study has been devised to recognise the growing maturity of students in Key Stage 4.

The programme is designed to enable you to experience greater independence. Students will be involved in making decisions for lessons, participate in a wide range of sports and activities and have the opportunity to compete to instil confidence in having a healthy active lifestyle. You will also experience a variety of roles such as coach, referee and team manager.

**You will be able to chose from a variety of sports but not limited to-**

### **Invasion games:**

- Football
- Basketball
- Netball
- Hockey

### **Net games:**

- Tennis
- Volleyball
- Badminton

### **Target and striking games:**

- Cricket
- Softball
- Rounders

Other activities may include fitness, weight training, yoga and dance. Alternative sports are also offered within lessons such as Lacrosse, Ultimate Frisbee or Aussie Rules.

We continue to offer an extensive extra-curricular programme at Key Stage 4. GCSE Physical Education is a popular option for many students and also on offer is the highly recognised Level 1 in Sports Leadership for those who are interested in developing leadership and coaching roles in Sport and Recreation.

This programme is a nationally recognised qualification which is formally assessed by the students leading younger pupils in our local primary schools. It is a popular and successful course.



# Key Stage 4 Optional Courses

# ASDAN (Award Scheme Development and Accreditation Network)



ASDAN is an awarding body whose programmes and qualifications offer flexible ways of developing and accrediting personal, social and work-related abilities.



## Course Outline:

The ASDAN course at St Aidan's will be tailored to the specific needs and interests of the students who opt for it. On the ASDAN course, opportunities also exist for mentoring and students benefit from being in smaller groups, allowing time for help with organisation and time management.

## What does the course include?

AOPE Award of Personal Effectiveness: The course followed at St Aidan's within the ASDAN programme is a substantial and wide-ranging qualification. It is designed to engage students in relevant and motivating learning programmes that elevate them to achieve their goals whilst raising self-confidence.

The course is based around these skill-based units:

- Presentation Skills
- Working with Others
- Problem Solving
- Planning and Reviewing learning
- Research

Activities are chosen to allow students to learn and develop these skills.

Possible activities might include, learning first aid skills, taking part in an enterprise project, independent living skills such as practical food work and financial management or organising an activity to raise money for charity. Year 11 includes a focused project on planning for post 16 education and employment. The skills developed are all valuable to support the students learning in other subjects and for future employers.

Projects vary from year to year depending on the interests of the group.

## How is the course assessed?

The emphasis of the AOPE course is to demonstrate their achievements through evidence. Therefore, the majority of the learning and skills development takes place through practical activities adding up to a total of at least 80 hours assessed work. The course is **100% coursework**; with no examination. Students build up a portfolio of work and evidence for the units they have completed which is externally assessed.

## How can the course be used after Year 11?

The skills which ASDAN courses develop are highly valued by employers as they develop personal effectiveness skills as well as improving own learning. This can also prepare students for the more independent approach required for success for Further and Higher Education.

## Where can I get further information?

More details are available from Ms Hedges.



## ART: FINE ART



Fine Art provides you with knowledge, skills and experiences in a wide range of art forms. You are taught the skills to investigate and explore a variety of approaches, processes and techniques ranging from painting and drawing to sculpture, photography, digital manipulation and installation art.



### Course Outline:

Fine Art provides students with the skills to produce and engage with the visual arts and it has immense value as a GCSE subject. It provides opportunity for students to explore both contemporary and historical sources of art, craft and design, take an individual approach to their art, craft and design making and develop the skill of selecting their best and most appropriate work for presentation.

The course is split into 2 components; coursework and exam. All work, in both components is assessed.

The coursework component consists of 2 projects, the first is a shorter, introductory project giving you an opportunity to learn skills, techniques and processes. The second is often more ambitious and independent, building on the skills and processes taught. This project provides an opportunity for you to explore and excel your own strengths and interests.

The exam component is externally set and begins in January of Year 11. It requires you to creatively and independently respond to a chosen starting point, using the analytical, explorative and creative skills learnt over the course. The component concludes with a 10-hour exam to produce an outcome to your starting point.

### What will I do on the course?

Through guided learning and independent study, the Fine Art GCSE allows you to explore a range of materials, from methods of drawing and painting, to mixed media, digital manipulation, photography and installation. The course builds confidence and knowledge, giving you opportunities to find your own creative strengths. You will investigate artists as you go, and gain the skills and know how to analyse and recreate styles and techniques. Lessons are relaxed but purposeful, and can vary from workshop or demonstration-led lessons to more independent study and one to one tuition.

### How is this course assessed?

There are 2 components to the course; The coursework unit (60%) and the Exam unit (40%). Assessment criteria for both components focus on 4 skill areas and you will build a portfolio of evidence for each over the 2 years. Both components end in a final outcome. These are assessed and moderated at the end of the course but feedback is ongoing throughout.

### What can I do with this course?

A GCSE in Fine Art provides you with a strong foundation for further progression into Art and Design courses, including an A-level in Fine Art, Graphics or Photography in our Associated Sixth Form. These stepping stones provide the skills and knowledge required for a career in one of the many creative industries.

### Where can I get further information?

You can talk to your Art Teacher or go online to the Art and Design section of [www.qualifications.pearson.com](http://www.qualifications.pearson.com)

# ART: GRAPHIC COMMUNICATION



The course will give you the experience of a range of Graphic Design techniques. Projects will be set by your Art Graphics teacher, allowing for choice in both materials and outcome. The aim is to develop a wide range of new skills and encourage creativity.



## Course Outline:

Graphic Communication introduces students to a visual way of conveying information, ideas and emotions, using a range of graphic media, processes, techniques and elements such as colour, icons, images, typography and photographs.

The course is split into 2 components; coursework and exam. All work, in both components is assessed.

The coursework component consists of 2 projects, the first is a shorter, introductory project giving you an opportunity to learn skills, techniques and processes. The second is often more ambitious and independent, building on the skills and processes taught. This project provides an opportunity for you to explore and excel your own strengths and interests.

The exam component is externally set and begins in January of Year 11. It requires you to creatively and independently respond to a chosen starting point, using the analytical, explorative and creative skills learnt over the course. The component concludes with a 10-hour exam to produce an outcome to your starting point.

## What will I do on the course?

Through guided learning, workshop style lessons and independent study, the Graphic Communication GCSE develops your creativity, exploration, problem solving skills and interpretation of ideas. You will investigate artists, designers and graphic design styles in order to enrich your own understanding of the subject and to develop your knowledge of design. Media is wide and varied throughout the course, ranging from traditional methods such as drawing, painting and illustration, to digital software. Within the first year you will build a repertoire of skills and techniques, which can then be independently applied and personalised over the course. Personal photography is encouraged as part of the design procedure.

## How is this course assessed?

There are 2 components to the course; The coursework unit (60%) and the Exam unit (40%). Assessment criteria for both components focus on 4 skill areas and you will build a portfolio of evidence for each over the 2 years. Both components end in a final outcome. These are assessed and moderated at the end of the course but feedback is ongoing throughout.

## What can I do with this course?

Firstly, it enables you to move on and study a related course in the Associated Sixth Form, either Graphic Communication, Fine Art or Photography. After this it will take you to university degree level and then into careers as diverse as graphic design, games design, fashion design, photography, architecture, interior design, to name just a few. The media industry now employs more graduates than any other industry and continues to grow annually.

## Where can I get further information?

You can talk to your Art Teacher or go online to the Art and Design section of [www.qualifications.pearson.com](http://www.qualifications.pearson.com)

# BUSINESS



Business and Economics courses are both very popular in the Sixth Form and our GCSE in Business has been a popular choice for students for many years.



## Course Outline:

There are two units which are to be studied over the two year GCSE course:

- Investigating Small Business
- Building a Business

## What will I do on the course?

### In Year 10 you will study:

- Enterprise and entrepreneurship
- How to spot a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding the external influences on business

### In Year 11 you will study:

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

## How is this course assessed?

- The final GCSE grade will be determined by two written examinations
- Each individual paper is 1hr45 mins duration
- Both papers are equally weighted with each representing 50% of the final GCSE grade
- Both papers will consist of calculations, multiple-choice, short-answer and extended-writing questions

To be successful at GCSE Business you will need to have an enquiring mind and be interested in the world around you. It helps to ask questions about the decisions you make, in terms of the products you buy and the brands you like, alongside thinking about the reasons businesses do what they do.

## What can I do with this course?

The GCSE in Business provides skills which can be utilised both in further study and employment. It is very good preparation for progression onto A Level courses in Economics and in Business, or to other A Level courses.

## Where can I get further information?

For more details please speak to Mr Perry, Head of Economics/Business or other members of staff within the Department (Religious Studies/Business block).

# COMPUTER SCIENCE



Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. This course is ideal for students who have enjoyed their learning throughout Years 7 to 9 in Computer Science and who wish to extend their learning in the various areas that have been taught.



## What will I do on the course?

You will be introduced to the Computer Systems architecture, computer memory and storage, wired and wireless networks, network topologies, system security and system software. You will study the impact of Computer Science in a global context through looking at the ethical, legal, cultural and environmental concerns associated with Computer Science, and apply this knowledge using computational thinking. You will learn about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. You will study common Algorithms and learn to develop your own to solve problems. You will also become familiar with computing-related mathematics.

50% of the course revolves around problem solving, algorithmic thinking and programming, which is ideal for both old and new programmers. You will develop your programming knowledge and skills with Python which will involve weekly programming tasks and larger projects at set points over the course.

## How is this course assessed?

The course will be assessed through two external examinations, each worth 50% of the final grade awarded.

Paper 1 focusses on the theoretical aspects of the course, whilst Paper 2 focusses on the programming aspects of the course.

## Grades available

The full grade range of 9-1 is available.

## What can I do with this course?

A Computer Science qualification values computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills including:

- Engineering
- Mathematics
- Financial and Resource Management
- Science and Medicine

The increasing importance of Computer Science means there will be a growing demand for people who are qualified in this field and with its importance as a STEM subject it is a solid grounding for progression onto an A Level course in the above fields.

## Where can I get further information?

Further information can be found at the following location [www.tinyurl.com/4a2amjbt](http://www.tinyurl.com/4a2amjbt)

For further explanation, please feel free to see Mr Butcher, Head of Computer Science & IT

## CORE SKILLS



### Communication and Numeracy

This course gives students more time to work on the core skills of Literacy and Numeracy.



Core communication will support students with the skills they need to prepare for the GCSE English Language exams. This course will also enhance students' communication skills for the workplace with tasks like how to write a formal letter, debate their point of view or learn how to use language appropriate to a job interview. This will also be an option that supports literacy skills in other subjects.

Core Numeracy will support students with preparation for Mathematics GCSE by providing them with the opportunity to revisit key skills studied in Year 7-9 that will be built on in the GCSE course. This option gives students the time to develop their mathematical confidence, through regular practise of calculations (including fractions and decimals) and algebraic manipulation. In Year 11 students will have an increased focus on GCSE style questions and problem solving.

## DANCE



The AQA specification focuses on the aesthetic and artistic qualities of dance and the use of dance movement as a medium of expression and communication in the performance, creation and appreciation of dance.



### Course Outline:

The aims of the course can be summarised as follows:

- Develop understanding and appreciation of a range of dance styles
- Develop aesthetic and artistic sensibility to dance works
- Develop the knowledge, skills and understanding needed to perform, choreograph and appreciate dance, including an awareness of its artistic contexts
- Develop life-skills and attributes including decision making, critical and creative thinking, aesthetic sensitivity and the ability to both co-operate with, and lead others

### What will I do on the course?

Throughout the two year course there will be numerous opportunities to take part in workshops with practising professional dancers and choreographers, as well as visits to the theatre to appreciate a variety of dance works.

### How is this course assessed?

#### Component 1: Performance and Choreography 60%

- Performance of a duet/trio and set phrases
- Choreography of a dance based on a single stimulus from a choice of five options, which can either be a solo lasting at least 2 minutes or group choreography of at least 3 minutes

#### Component 2: Dance Appreciation 40%

- Written paper: 1 hour 30 minutes

Assessment and evaluation of a range of professional works and analysis of own performance and choreography.

### What can I do with this course?

GCSE Dance is an excellent option for male and female students with an interest in physical and creative expression. The course prepares you for any Dance or Performing Arts based course at Sixth Form level and is useful for those thinking about a career in any of the following areas:

- Choreographer
- Professional dancer
- Dance teacher
- Arts manager
- Youth worker
- Primary school teacher
- Community Arts practitioner
- Dance therapist

Many GCSE Dance students end up in careers that are not related to dance, like medicine, dentistry, accountancy and teaching of other subjects. GCSE Dance helps you develop skills that are transferrable to other careers and subjects later in life and gives you balance in your subjects throughout Years 10 and 11.

### Where can I get further information?

For further information please visit AQA website or the Dance department.

# DRAMA



*“Drama is life with the dull bits cut out”*

Film director: Alfred Hitchcock



## Course Outline:

Drama is an exciting, creative and challenging course. No previous experience is necessary. However, as Drama is very practical and interactive, being enthusiastic and willing to collaborate with others is essential. GCSE Drama improves confidence and communication skills.

The written component is challenging. However, the balance between the practical assessment tasks and the written examination gives you the best opportunity to succeed.

## What will I do on the course?

This course will develop and deepen your understanding of, and enjoyment in, theatre. We run numerous trips throughout the year to venues across the country. You will experience a wide range of theatre styles, both as an audience member and a participant.

There may also be opportunities to take part in professional workshops with actors, directors, lighting technicians and stage combat instructors.

The Drama Department has excellent resources. A superbly equipped Drama Studio, two rehearsal rooms and a costume and props store occupy a dedicated area on the ground floor of Bede House. You are encouraged to get involved with both the onstage and backstage life of the extra-curricular production work that takes place throughout the year.

## How is this course assessed?

### Coursework: (60%)

You are required to present coursework for assessment from an exciting variety of options. These include: Devised Thematic Work, Scripted Performance, Improvisation, Physical Theatre, Set Design, Costume etc.

### Written Paper: (40%)

You will be given an opportunity to show your knowledge and understanding of how plays are constructed and realised. Plays are studied from a practical perspective.

The written paper is comprised of three sections:

- multiple choice questions on theatre terminology
- four questions on an extract from the set play chosen
- one question (from a choice of three) on a live theatre production seen

## What can I do with this course?

Drama is far more than simply an extra-curricular activity. Taking GCSE Drama is excellent preparation for the A Level Drama and Theatre course and is directly useful for anyone considering a career in Law, Medicine, Teaching, Media, the Performing Arts industry, public relations, management or any field of work requiring people skills.

## Where can I get further information?

Please see Mrs Levahn for further information.

*“I’m so glad I took Drama. I’ve gained so much confidence and it’s my favourite subject”*

Year 10 GCSE student

## FRENCH / GERMAN / SPANISH

FR  
DE  
ES

Studying languages opens up a world of opportunities both in your personal life and in your professional life after school. UK businesses are prepared to pay a premium to hire students with language qualifications and grade offers at university are generous, even at elite institutions.

**Course outline:****Theme 1: People and lifestyle**

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

**Theme 2: Popular culture**

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

**Theme 3: Communication and the world around us**

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

**What will I do on the course?**

You will follow a lively and positive course based on real life in the countries where French, German and Spanish are spoken. In each lesson you will use the four key skills of listening, reading, writing, and speaking to examine aspects of life in other countries. This might include finding out why France has control of regions in the Caribbean and the Indian Ocean, why German women cut off men's ties as part of the festival around Lent and why less than half of Spaniards still support bullfighting.

Lessons are delivered through a wide and stimulating variety of methods. These might include watching clips of the latest developments for each theme on YouTube, taking part in a group discussion of an issue, acting out a part in a role play such as a café scene or reading extracts from online sources. Students develop confidence in speaking by working in pairs and in small groups before talking to their teacher.

Every year there are 3 trips for languages students. These are week-long adventures to Nice, Cologne and Salamanca. The focus is on improving your language skills through immersion. Students attend morning classes in a language school where teachers are native speakers who create fun and vibrant lessons all in target language. In the afternoon and

evening students dive into the local culture through activities such as a tapas tour, a dance class, a trip to the cinema or a visit to a swimming pool.

**How is the course assessed?**

There are exams in the key skills of listening, reading, writing, and speaking with each exam carrying 25% of the total marks for the course. Languages exams are shorter than other subjects, typically between 45 minutes to 1 hour in length as there are four in total. The speaking test is much shorter at around 10 minutes.

**What can I do with this course?**

There is a well-known quote - "One language sets you on a corridor for life. Two languages open every door along the way". With a language qualification, you will quite literally open doors to careers in almost every field of work and to further language study, including a year abroad as part of a degree course. With so much of our travel and trade being with France, Germany and Spain, there are endless possibilities to use your language skills for personal and professional enrichment.

**Consider taking languages if you:**

- Enjoy travel abroad and are curious about other cultures.
- If you are interested in broadening your horizons.
- Want to have lots of highly prized transferrable skills.
- Would like to have wider and more highly paid careers options.

Languages link well with all other subjects as there will be cultural crossover with so many topics. It is also the route forward to studying languages at A level and beyond.

**Where can I get further information?**

For further information contact Mr MacCallum (Head of MFL) or any MFL teacher.



## GEOGRAPHY



The study of Geography focuses on major issues of immense importance, which our society faces today. It is designed to lead you to an understanding of the nature and origin of these issues and the various ways in which they might be managed effectively.



### Course Outline:

#### Paper 1: Living with the Physical Environment (35%)

- The Challenge of Natural Hazards - earthquakes, volcanoes, extreme weather and climate change
- The Living World - ecosystems including the tropical rainforest
- Physical Landscapes in the UK – coastal and river landscapes

#### Paper 2: Challenges in the Human Environment (35%)

- Urban Issues and Challenges - reasons for urban growth, problems it causes and sustainability
- The Changing Economic World - variations in global development and reducing the development gap
- The Challenge of Resource Management - managing resources with a focus on energy

#### Paper 3: Geographical Applications (30%)

- Issue Evaluation - use information given to evaluate an issue and decide what should be done
- Fieldwork - carry out two fieldwork enquiries and answer questions about them in the examination

### What will I do on the course?

You will follow an interesting and up-to-date course based on the real world. Each lesson makes you think about how the world works. This might include how natural processes such as rivers have shaped the land around us, how and why urban areas are changing, the future issues our planet faces, the impacts of hazardous events and much more. There are many links to real places such as Chile, the Philippines, India, London, the Arctic and Nigeria. You will also be able to draw on recent events in the news to enhance your understanding.

All of this will be delivered through a variety of teaching methods, including discussions, group work, debates, fieldwork, presentations, map work, satellite imagery, GIS, ICT and research.

Besides the time you spend in class you will also carry out two days of fieldwork. One day is based in Leeds collecting fieldwork about an urban area and investigating the success of the Leeds Trinity regeneration project. A second day is spent on the North East Coast looking at coastal features and evaluating the sea defences in the towns of Redcar and Saltburn.

### How is this course assessed?

100% of the course is examination based through three papers which contain questions worth between 1 and 9 marks. There is no controlled assessment or coursework. However, you are required to carry out fieldwork which is then examined in Paper 3.

### What can I do with this course?

Geography is concerned with the real world – past, present and future. Through the course you study economic, social, historical, cultural and environmental aspects of Geography, and some more traditional physical Geography topics.

You should think about Geography if you:

- have enjoyed Geography so far
- are concerned about the environment
- like to understand where we live and why
- are interested in current affairs
- are unsure about what you want to do and wish to keep your future options open
- are interested in travel, or different cultures

Geography is also included in the list of core academic subjects which count towards the EBacc qualification. Furthermore, studying Geography at GCSE means that it might be an option at A Level. The Royal Geographical Society have some really useful information about why Geography is such a great option: [www.rgs.org/geography/choose-geography/geography-at-school/](http://www.rgs.org/geography/choose-geography/geography-at-school/) It is not only the knowledge you learn, it is also about the skills you develop which are relevant and transferable as you move into higher study or employment.

Geography links brilliantly with other subject areas at GCSE like Sciences, History and Religious Studies. It also connects Sixth Form options like Economics, Business Studies and Travel and Tourism.

### Where can I get further information?

- Talk to your Geography teacher or older students
- Ask to look at textbooks and resources that GCSE students use
- Look at displays of visits and fieldwork trips in the Geography corridor
- Seek information from the Careers Department

# HISTORY



The GCSE History course follows on from some of the highlights of the Key Stage 3 course and particularly those in Year 9 History, so if you have enjoyed History in Year 9 it is likely you will enjoy it at GCSE.



## What will I do on the course?

Was the Black Death really such a big deal? Why did Hitler persecute the Jews so severely in the 1930s? Were medical operations commonly carried out without anaesthetics? What did cause the Second World War? Did William the Conqueror really win the Battle of Hastings? Smallpox, polio, cholera: which was the biggest killer?

The answers to these and many other questions are discovered when you study History at GCSE. What we offer are highlights from some of the best bits of Key Stage 3 History.

Topics we hope to offer include:

- “Blood, Gore, Disease and Health:” the history of modern medicine and health, from medieval times to today
- “Dictators and Democracy:” the development of modern Germany, 1890-1945
- “Peace, Revenge and War:” Conflict and tension in the world, 1919-1939
- “Kings, Barons and Peasants:” The Normans in England, 1066-1100.

Homework will be given once a week, with exercises and past papers to develop your skills for the two examinations.

## How is this course assessed?

The course will consist of two examinations at the end of Year 11, each worth 50% of the total GCSE. One paper will cover mainly 20th century topics (Germany and Conflict and Tension 1919-1939), the other British history over time (Medicine and Health, The Normans).

Grades available: 9-1 (History is a common examination sat by all candidates).

## What can I do with the course?

GCSE History is an excellent preparation for Sixth Form courses of an academic or vocational nature. It will suit anyone interested in the past and who may wish to study History, Politics, English, Languages, Economics and Science at A Level.

## Where can I get further information?

For further details please contact Dr Murray or any of the History teachers.

# MEDIA STUDIES



On the Media Studies GCSE course you will study all aspects of the media from print media (magazines, newspapers, posters), to broadcast media (films and TV programmes), to e-media (internet sites and music).



## What will I do on the course?

The media plays a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media has real relevance and importance in our lives today, providing us with ways to communicate, to interpret sources and to understand cultural representations. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with on-going technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase.

You will study and experience a wide variety of media texts: magazines, advertising, music videos, computer games, news, to name but a few. You will study these texts from an analytical point of view, considering how and why texts are created in the way they are, and the impact and relevance they have on audiences and society.

## How is the course assessed?

The course is assessed through two examinations and coursework.

The examinations are worth 70% of the overall GCSE grade. They will focus on analytical skills through the study of media texts such as specific TV genres and film marketing.

The coursework is worth 30% of the overall grade. Here you will create a media product from a choice of tasks set down by the exam board. It is your opportunity to be creative and use technology to create exciting media products.

There is no tiering in Media Studies, which means that all students who choose this subject will not be limited in the grade they can achieve. You will have the opportunity to achieve grades from 9 to 1. However, due to the written element of the course, you must have secure skills in English to succeed in Media Studies.

## What can I do with this course?

Media Studies is useful if you want to go into a media-related profession such as film making, marketing or radio presenting. However, the analytical and practical skills can also prepare you for a variety of interesting careers in fields such as PR, business or research. The skills that you learn as a Media student will help your studies in many other academic subjects as well. The GCSE in Media Studies is also an excellent starting point to develop these skills in A Level Media Studies and we have many students who go on and successfully complete degrees in media-related and non-media related disciplines.

## What can I get further information?

If you require any further information, please see Mrs Trought.

## MUSIC



In this course you will explore a wide range of music through practical methods, which will allow you to play to your strengths.



### What will I do on the course?

Your teacher will give you a firm grounding in a variety of compositional techniques, including those which use music technology.

You will have plenty of performance opportunities during the course, which will enable you to gain in confidence in playing with others. As a GCSE Music student you will be offered group lessons with a visiting instrumental/vocal teacher paid for you by the school which will finish on completion of your performance exam in Year 11. There is an expectation that you will participate in at least one of the extra-curricular music ensembles run by the department.

There will also be opportunities to go on trips to concerts and musical events to enhance your musical experience.

### Course Outline and Assessment:

#### Component 1: Understanding music (40%)

Examination paper with listening exercises using excerpts of music from the Western Classical Tradition, Popular music and Traditional music.

- Section A: Listening (68 marks)
- Section B: Study pieces: Beethoven Symphony No. 1, movement 1, Adagio Molto - Allegro combrio and three songs by Queen, Bohemian Rhapsody, The Seven Seas of Rhye and Love of My Life.

#### Component 2: Performing music (30%)

As an instrumentalist and/or vocalist and/or via technology:

- Performance 1: Solo performance (36 marks)
- Performance 2: Ensemble performance (36 marks).

A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance. You do not need to have taken ABRSM examinations on your instrument/voice.

#### Component 3: Composing music (30%)

- Composition 1: Composition to a brief (36 marks)
- Composition 2: Free composition (36 marks)

The combined duration of both compositions must be at least three minutes long.

### What can I do with this course?

GCSE Music is excellent preparation for students who are interested in studying Music or Music Technology at Alevel or Performing Arts at Btech. Students who have studied music have gone onto careers in Performing, Teaching, the Recording Industry, Television and Radio. GCSE Music develops a whole range of skills that universities and employers are looking for, including commitment, self-discipline, communication and creativity.

### Where can I get further information?

Please see Mrs Elliott, Mrs Leonard, Mrs Collett or Mr Elliott for further information.

# PHYSICAL EDUCATION



Physical Education at GCSE provides you with opportunities to develop skills and essential personal qualities that complement your other academic subjects. The course is taught so that leadership, communication, self-confidence, socialisation and determination are core values.



### What will I do on the course?

You will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

You may be assessed in a wide range of activities, some of which may be done in school and some which you may follow in your own time out of school, e.g. Horse-riding, Swimming, and Dance. This involves producing a video record of your best performances that are assessed by members of the PE staff through video analysis and off-site visits.

In theory lessons you will engage with a blend of scientific and social topics along with key issues and themes relating to contemporary global influences on physical education and sport.

You will be expected to become an expert in the rules, tactics and techniques of one of your favourite sports and you will have to produce and evaluate a training programme that will improve your performance as part of your final assessment. You will be expected to practise your sports in your own time. Homework will be set regularly in order to develop and improve your theoretical knowledge for the end of course examination.

The practical input not only helps maintain positive attitude and increased activity levels essential for health but also provides students with regular fun, enjoyment and stress release.

The activities which will be delivered by the PE department in school are: Football, Basketball, Hockey, Athletics, Netball, Badminton and Cricket.

### How is this course assessed?

- Students offer THREE activities as a performer for assessment, at least ONE must be an individual sport and ONE must be a team sport (30%)
- Evaluation of Personal Exercise Programme (10%)
- 2 Theory papers in applied Anatomy and Physiology, movement analysis, sports psychology and socio cultural influences, with a clear focus on healthy and active lifestyles (60%)

### What can I do with this course?

Physical Education is an ideal pre-requisite for careers in Teaching, Health Care, Coaching, Armed Forces and all sports related jobs. Most importantly, we aim to make the subject enjoyable to ensure students sustain a lifetime of physical activity.

### Where can I get further information?

Please see Mr Stover, Miss Wadhams or your PE Teacher.

The total list of activities in which students can be assessed are as follows:

Individual Sports		Team Sports			Specialist Individual	Specialist Team	
Athletics	Badminton	BMX Cycling (racing only not tricks)	Association Football	Netball	Acrobatic Gymnastics	Polybat	Wheelchair Rugby
Table Tennis	Amateur Boxing	Cross Country Running	Badminton	Rowing	Figure Skating	Boccia	Goalball
Sculling	Trampolineing	Figure Skating	Basketball	Rugby League	Futsal		Blind Cricket
Snowboarding	Squash	Long Distance Running 5k and 10k track	Cricket	Rugby Union	Ice Hockey		Powerchair Football
Rock Climbing	Skiing	Sailing	Dance	Sculling	Inline/Roller Hockey		Wheelchair Basketball
Canoeing	Diving	Wind surfing	Field Hockey	Squash	Sailing		Table Cricket
Tennis	Horse Riding		Gaelic Football	Table Tennis	Water Polo		
Gymnastics	Swimming		Handball	Tennis			
Dance	Kayaking		Hurling/Camogie	Volleyball			
Cycling	Golf		Lacrosse				

# TECHNOLOGY: DESIGN & TECHNOLOGY



The GCSE Design and Technology course combines practical activities with technical and scientific learning to prepare you to participate successfully and confidently in an increasingly technological world.



## Course Outline:

Throughout the course, you will learn to use your imagination, innovation and creativity to design and make a range of sophisticated products, while also applying your practical and technical expertise. You will learn about the materials and processes that underpin the design and manufacture of everyday products through a variety of focused practical projects. Designing and making skills are taught through 2D sketching, 3D modelling, CAD/CAM, materials testing and experimentation. You will gain an awareness of the wider influences of design and technology, including historical, social, cultural, environmental and economic factors.

## What will I do on the course?

- Use sophisticated 3D and 2D computer software to generate high quality design solutions
- Produce a range of innovative design ideas to solve everyday problems
- Use mathematics and scientific principles to select materials and components
- Learn to operate hi-tech CNC machinery including 3D printers, laser cutters, CNC router and CNC lathe.

## How is the course assessed?

The assessment of the course is in two units:

### Unit 1: A two-hour exam worth 50% of GCSE

#### What will be assessed in Unit 1?

- Section A – Core technical principles (20 marks)  
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks)  
Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks)  
A mixture of short answer and extended response questions including a 12-mark design question.

### Unit 2: Non-examined Assessment (NEA) worth 50% of GCSE

#### What is the NEA?

For the NEA, you will design and make a solution to a problem set by the exam board. You are assessed on the quality and accuracy of the final manufactured product, along with the content of your design portfolio.

#### What will be assessed in the NEA?

- Investigating the problem in detail
- Designing and modelling ideas
- Production of a sophisticated final design, including the use of CAD
- The manufacture of a high quality product, including the use of CAM
- Evaluation of the finished product.

## What can I do with this course?

This course provides an excellent foundation for further studies in Product Design at A-level, progressing through to University where the knowledge and skills learnt will be highly desirable in a whole range of design-based subjects, that include; Product Design, Architecture, Engineering, Interior Design, Industrial Design, Graphic Design, Marketing, Advertising, Furniture Design, Stage and Set Design and many more.

## Where can I get further information?

For further information contact Mr Botterill (Head of Product Design).

*“Imagination is more important than knowledge. Knowledge is limited to all we know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.”*

Albert Einstein (1879 – 1955)

# TECHNOLOGY: ENGINEERING MANUFACTURE

## Cambridge National Certificate - Level 1/2



The Cambridge National Certificate in Engineering Manufacture is ideally suited to students who prefer a practical approach to learning.

Engineering manufacture is a discipline of engineering dealing with the use of precision machines, tools and equipment to turn raw materials into components.



### Course Outline:

The students develop their skills through working in a hands-on way to manufacture a variety of high-quality products. The students also gain an understanding of commercial processes and an in-depth knowledge of engineering materials, including metals, polymers, composites and smart materials.

This practical approach to learning also aids in the development of essential life skills and attributes such as creativity, problem solving, independence, critical thinking, communication, self-confidence and teamwork.

### What will students do on the course?

The course provides students with a whole host of transferable skills, including:

- Using tools and equipment to accurately make high quality products
- Competently using sophisticated computer software to generate high quality 2D design solutions
- Skilfully operating machinery including Laser Cutters, CNC Router and CNC Lathe
- Communication, teamwork, risk assessment and safe working practice.

### How is the course assessed?

The assessment of the course is in three units:

#### Unit 1: 1 hour and a quarter written examination - worth 40% of overall qualification

The theory content is taught throughout the course through a combination of practical and theory lessons.

**In the exam, the students are assessed on their knowledge and understanding of the following areas:**

- Engineering materials
- Engineering processes
- Engineering drawing techniques and quality control
- Developments in engineering manufacture

#### Unit 2: Manufacturing a one-off product by hand - worth 30% of overall qualification

In this unit, students will learn how to make a product by conventional manual methods using hand tools and manually controlled machines, such as pillar drills, milling machines and centre lathes. Students will learn how to work safely and accurately, and also how to apply quality control checks to review their finished products.

#### Unit 3: Manufacturing in quantity using CAD/CAM - worth 30% of overall qualification

In this unit, students will develop an in-depth knowledge and understanding of the application of CAD/CAM in the design and manufacture of products. The students will learn how to produce detailed engineering drawings using computer software (CAD). The students will also learn how to safely set up and use a range of CNC machines to make a variety of engineering components (CAM).

### How is the course graded?

Level	Cambridge National Certificate Grade		GCSE Equivalent Grade
Level 2	Distinction*	D*2	9
	Distinction	D2	8
	Merit	M2	7
	Pass	P2	6
Level 1	Distinction	D1	5
	Merit	M1	4
	Pass	P1	3

### What will the course lead to??

The OCR Cambridge National Certificates are tailored towards specific career areas and all have a focus on creativity. The Engineering Manufacture course provides an excellent foundation for further studies, including A-level Product Design with a progression through to University. The knowledge and skills learnt will be highly desirable in a whole range of subjects, including; Engineering, Product Design, Architecture, Industrial Design, Furniture Design, Theatrical Set Design and many more. For further information, contact Mr Botterill (Head of Product Design).

# TECHNOLOGY: FOOD AND NUTRITION



This course is an excellent choice if you are interested in finding out about food and nutrition and how each influences the ever-expanding range of food products available to us. Much of the work is practical, giving you the opportunity to develop new skills in the preparation and cooking of food.



## Course Outline:

This GCSE is an exciting and creative course which focuses on practical cooking skills to ensure you develop a thorough understanding of nutrition, food science and the working characteristics of food materials. It is an excellent choice for students who, through practical application, will learn more about:

- food, nutrition and health
- food science
- food safety
- food choice
- food provenance.

## What will I do on the course?

The course is delivered through preparation and practical activities, making it ideal for students who wish to follow a “hands-on” GCSE. The practical lessons cover all aspects of food preparation skills and will be supported by the teaching of nutrition and health. Dietary requirements, food science and safety will all be included along with the factors affecting food choices.

Close links have been formed with the food industry and, where possible, industrial visits take place to allow the opportunity to apply learning in the workplace. Guest chefs visit school to further develop practical skills and focus on finishing techniques.

## How is the course assessed?

**The course is divided into two sections:**

**Paper 1** - this is a written paper of 1 hour and 45 minutes. This will be taken in the summer of Year 11 and will account for 50% of the final mark. The paper will consist of multiple-choice questions, short questions and longer response questions.

**Multiple choice questions** - A mixture of 20 multiple-choice questions on all topics ranging from Nutrition, diet and health to food safety principles.

**Longer style questions** - These will account for 80 of the 100 marks and will range for 2-3 marks per question to 8 - 12 marks per question. All aspects of the course can be included in the is section, including practical application and cooking principles.

**Non- examination assessment** - this accounts for the other 50% of the course.

**Task 1** - Food investigation Assessment. From a given starting point you investigate the working characteristics, functional and chemical properties of food ingredients. Background research of the starting points will inform practical investigations, these will lead to evaluations and analysis of how ingredients and methods of making can impact final products. Examples of starting points have been “Eggs are a key ingredient used to make a foam. Investigate the functional and chemical properties of eggs and other ingredients when making meringue.” and “Gluten formation is essential when making different types of dough. Investigate the functional and chemical properties of a flour-based dough. Choose bread or pasta.” This accounts for 15% of the final GCSE.

**Task 2** - Food Preparation assessment. This is very much the practical element of the course. Researching the starting point will lead to planning, preparing, cooking and presenting final dishes. The practical assessment will conclude with a three practical exam, this gives you the opportunity to demonstrate the very best of your cooking skills. Examples of starting points have been “Plan, prepare, cook and present a range of dishes that are based on International Street Food”. This accounts for 35% of the final GCSE.

## Where can I get further information?

Please come along to the Food and Technology Department and speak to Mrs Betteridge (Head of Technology), Ms Hedges or Miss Blewitt. For the AQA specification visit [www.aqa.org.uk](http://www.aqa.org.uk)



# TECHNOLOGY: TEXTILES SPECIALISM



*“Discover your own design aesthetic and create textile products that showcase your individual energy and talent. This course embraces the diversity of fashion design in the 21st Century.”*



## Course Outline:

This exciting course allows you to explore the fast moving and creative world of fashion and textiles through the realm of Design and Technology. You will get the opportunity to work creatively when designing and making and apply technical and practical expertise through a wide variety of unique projects. You will gain awareness and learn from wider influences on Fashion, Design and Technology including historical, social, cultural and environmental factors.

You will also study core technical and designing and making principles, opening up the opportunity to communicate your ideas through a broad range of materials, techniques and equipment. There will be a particular focus on developing skills and producing outcomes in textiles, but other material areas can be incorporated into this. The new Fashion Technology degree at Leeds University, developed in consultation with industrial partners, highlights the need for students who understand materials and technology in developing new products.

## What will I do on the course?

- Produce innovative design ideas and create practical outcomes through a range of materials. These may include garments, interior products, toys, accessories and jewellery.
- Use specialist equipment including CAD/CAM Embroidery Machine, Sublimation Printer, Laser Cutter and electronic textiles, as well as traditional dyeing and printing tools.
- Apply Maths and Science principles to select materials and components.

## How is this course assessed?

The assessment of the course is in two units:

### Unit 1: A two-hour exam worth 50% of GCSE

#### How is Unit 1 assessed?

- Section A – Core technical principles (20 marks)  
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

- Section B – Specialist technical principles (30 marks)  
Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks)  
A mixture of short answer and extended response questions including a 12 mark design question.

### Unit 2: Non-examined Assessment (NEA) worth 50% of GCSE

#### What is the NEA?

The NEA is an extended design and make project. You are assessed on the quality and accuracy of the final manufactured product, along with the content of your design portfolio.

#### What will I be assessed on in the NEA?

- Investigating the problem in detail
- Designing and modelling ideas
- Production of a sophisticated final design, including the use of CAD
- The manufacture of a high quality product, including the use of CAM
- Evaluation of the finished product.

## What can I do with this course?

This course provides an excellent foundation for further studies, including A Level Fashion & Textiles with a progression through to Art Foundation Courses and university.

On completing this course, you could progress to further study or a career in many areas of the Textiles Industry, including: Fashion Design, Fashion Marketing, Fashion Communication and Promotion, Costume Design, Surface Pattern Design, Textile Science, Fabric Engineering, Interior Design, and Teaching/Lecturing.

## Where can I get further information?

If you have any questions, see Miss Walker (Head of Textiles), in DT1.

# COURSE CHOICE CALENDAR 2024

**Week commencing 29th January:** Course choice presentation to Year 9 and Careers sessions begin.

**Week commencing 5th February:** Link to Options booklet provided to students and parents/carers

**Wednesday 28th February:** Options Information Evening.

5.30pm: Heads of Subjects available for discussion. 6.30pm: Presentation of Options process.

**Monday 4th March:** Parents/carers Consultation Evening.

**Friday 15th March:** Deadline for course requests to be submitted.



**PLEASE NOTE:** Whilst we will make every attempt to meet your course request, the school reserves the right to decide whether particular courses or combination of courses can go ahead. We hope that all the courses described in this booklet will be available but may have to cancel any course if there is insufficient demand or due to unforeseen circumstances.

**CHARGING:** In some practical subjects, you will make things, which we hope you will want to take home; if so, we ask you to tell us in advance and we may ask you to pay for ingredients or materials. In all other ways the compulsory aspects of the courses in this booklet are free of charge, although the school may ask for voluntary contributions towards the cost of certain things such as visits.





**ST. AIDAN'S**  
CHURCH OF ENGLAND HIGH SCHOOL

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