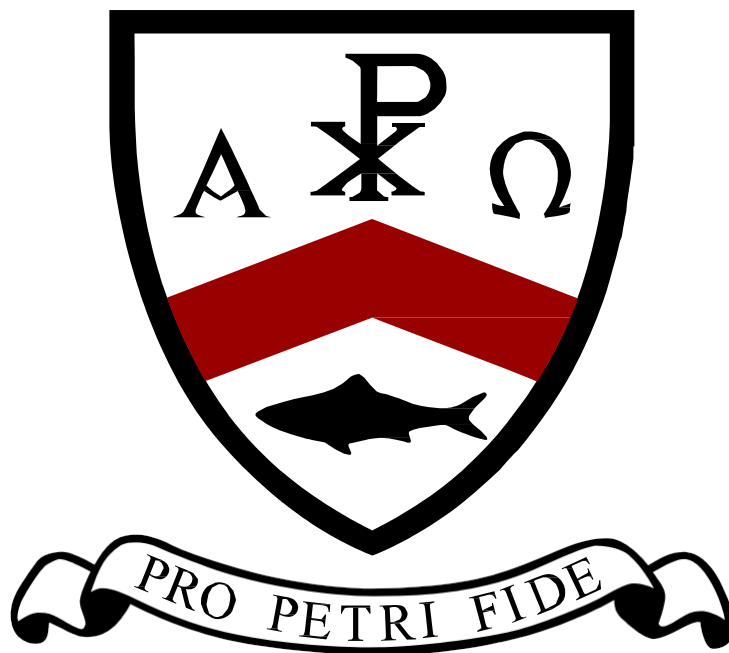


# **Bishop Milner Catholic College**



**Course Descriptions  
for KS4  
Commencing  
September 2021**

## Bishop Milner Catholic College

### KS4 Courses from September 2021

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Students must study <b><u>the following GCSE courses:</u></b>	
➤ Religious Education	4
➤ English Language and English Literature	5 & 6
➤ Mathematics	7
➤ Science (combined double Award or Triple Science)	8 & 9
Students <b>are encouraged</b> to study the following GCSE courses to complete the 'English Baccalaureate'	
➤ Humanities (at least one from Geography or History)	17 & 18
➤ Modern Foreign Language (French or Spanish)	15 & 16
Additional GCSE/BTEC courses are available to choose:	
➤ Art & Design	10
➤ Business & Enterprise	11
➤ Design & Technology	12
➤ Digital Information Technology	13
➤ Performing Arts (Drama)	14
➤ Food Preparation and Nutrition	19
➤ Health & Social Care	20
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All students also study **2 non-GCSE core courses** in the following subjects which are essential preparation for adult life:

- Physical Education
- SMSVC encompassing Citizenship, British Values and Careers Education; as part of the tutor programme and extended pastoral programme.

March 2021

Dear Parents and Carers

This booklet contains information on the courses that make up our Key Stage 4 curriculum at Bishop Milner Catholic College from September 2021. All students will study Religious Education, English, Mathematics and Science. They will also have three additional option subjects to choose from.

### Informed Choices.

Our 2021-2022 Year 10 curriculum will be centred around students studying three option subjects/courses which will inspire them to achieve to their very best potential. One of the key drivers to future success is for young people to have a genuine interest in the option choices they decide to study through to Year 11. Concurrently, it is important for students and parents/carers to choose wisely.

In previous years it has been compulsory for students to opt for courses which make up what is referred to as the English Baccalaureate; a set of qualifications most valued by employers and universities. Students achieve this standard for attaining a GCSE level 4 or above in English Language, Mathematics, at least two Sciences, a Modern foreign language and a Humanities subject-namely History or Geography. We envisage that guided by this model, a significant number of our students will still be encouraged by parents, carers and teachers to opt for at least one Humanities subject, Geography or History and French or Spanish. Alternatively, you may decide that other options courses will benefit your child more in their future career. Teachers and senior leaders will also provide advice to individual parents and students regarding the most suitable options to take based on the academic ability or individual needs. We will always have the best interests of the student at heart when providing guidance and we use our previous experience of options when giving this advice.

### Modern Foreign Languages

All of our students have studied French and Spanish since Year 7 so both languages will be offered at GCSE, however there is not an option to study both so if choosing a language please take this into consideration.

All GCSE examinations will be sat at the end of Year 11. Some courses will include controlled assessments (coursework supervised by the class teacher) and you will find more information on this topic on the individual subject pages.

### Why three choices rather than four?

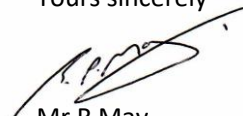
To ensure that all students have the opportunity to cover this content and to develop an expertise in their chosen subjects, they will study their three chosen options for five hours across the course of the two-week timetable.

Also attached is an 'Option Choices' document that shows the options choices. **I would be most grateful if you could ensure that the online form, on the options page of the college website, between Monday 29<sup>th</sup> March and Friday 23<sup>rd</sup> April.** If you have any questions about the 2021-2023 Key Stage 4 curriculum, please do not hesitate to contact the college and the most appropriate member of staff in relation to your query will get in touch with you.

Finally, while we will always endeavour to meet the requests of students, we do require a second choice for each option subject in each option block as there are maximum and minimum numbers for option subjects due to teacher capacity and functional spaces.

We appreciate your continued support and look forward to your son/daughter fulfilling their true potential.

Yours sincerely



Mr R May  
Principal  
RMA/JGI

## Bishop Milner Catholic College Careers Education Information, Advice and Guidance (CEIAG)

### Careers Support at Bishop Milner

We are proud of our careers provision at Bishop Milner Catholic College, with the college achieving the nationally recognised 'Quality in Careers Standard' in July 2017. As well as a wide range of events throughout the year, including Careers Convention, STEM Fairs, visiting speakers, off site visits, masterclasses and Mock Interview events, we also have access to an independent Connexions Careers Advisor. If your son / daughter would like an individual Connexions meeting, please ask them to see Ms Wilkins in the Sixth Form Office to request an appointment. Appointment requests will also be accepted from students via email. Ms Wilkins is available for informal discussions regarding career pathways before college, at break time and after college in the Sixth Form Office. To contact Ms Wilkins (college careers coordinator) please call [01384889422](tel:01384889422) or email [swilkins@bmilner.dudley.sch.uk](mailto:swilkins@bmilner.dudley.sch.uk)

Further resources and information relating to careers for parents and students can be found on our college website [www.bmilner.dudley.sch.uk](http://www.bmilner.dudley.sch.uk).

### GCSE choices and keeping career options open:

- Most GCSE's provide a good general preparation for further learning and work and for the majority of students, keeping a specific subject or dropping it is not going to have a major effect on their future careers
- GCSE Maths & English are nearly always asked for whether applying for 6th Form, College, Apprenticeships or University. However, certain professions / Apprenticeships / Degree courses require specific A level subjects which would usually require your child to study that subject at GCSE.
- GCSE level entrance requirements for individual degree courses are quite varied. In some cases, a particular subject or grade is required at GCSE level if it isn't being offered at A Level.

### If your child has some career ideas:

- They need to find out the entry routes and what is required and work backwards.
- Research the careers / career sector they are interested in to broaden knowledge of careers and decide if they want to keep it as an option.
- Find out the specific GCSE / A Level / BTEC qualifications that are preferred for that career (further information is below in this booklet).
- 6th Forms and Colleges: Look at current courses on offer and their entry requirements.
- University: Use the UCAS website to find universities offering a preferred degree of your choice (see below for a guide to using UCAS).
- Does the 6<sup>th</sup> Form, College or University mention specific GCSE's and 'A' levels as a must and state whether you will be able to take that course without those specific qualifications?
- Some university courses - such as Sciences, Medicine and Nursing - will be looking for specific GCSEs in the science subjects and a level/grade 6 or above in Mathematics.
- Please also look at the Russell Group advice in the document 'Informed Choices' for advice about applying to competitive universities - [www.russellgroup.org/InformedChoices-latest.pdf](http://www.russellgroup.org/InformedChoices-latest.pdf).
- For Jobs / Apprenticeships - try looking at the current vacancies on the National Apprenticeship Service website or look on company websites e.g. Google BMW Apprenticeships to see if any specific subjects are required / preferred.

### No Career Ideas?

- Encourage your child to research careers related to the subjects they enjoy - see below for websites.
- **Most Year 9 students won't know what they want to do yet so in this case choosing subjects they enjoy / are good at is sensible. It's unlikely they will rule many careers out at this stage.**
- After Year 11, if they are still unsure which career to choose or what to study at University choosing 'facilitating' subjects at A level will help to keep options open. The 'A' Level subjects which the elite Russell Group of Universities value as being "facilitating" subjects are:

Mathematics and Further Mathematics

English Literature

Physics

Biology

Chemistry

Geography

History

Languages (Classical & Modern)

### GCSE's for Apprenticeships / Jobs

- If your child is interested in an Apprenticeship / School Leaver Job after Year 11 - GCSE subjects and grades will be especially important.
- For Level 2 Apprenticeships – the requirements are usually around GCSE's grades 3-4.
- For Advanced level 3 Apprenticeships most employers will be asking for min 5 GCSE's grade 4+ including Maths & English at grade 4 - 6 (previous grade B / C).
- Depending on the career sector, as well as good grades in English and Maths, other subjects that may be helpful include:
  - Engineering - Physics & Design Technology
  - Construction - Design Technology
  - Business / Finance - Business Studies
  - Business / Media - Business Studies & Media Studies
  - Childcare - Child Development
  - I.T. - ICT or Computer Science
  - Catering / Hospitality - Business Studies, Culinary Arts

### RPA - Raising the Participation Age

- When students leave Year 11, they must stay in some form of education but this doesn't just mean school or college - this could be an apprenticeship or a job with training leading to further qualifications.

### Links to GCSE Options Advice Websites

- **Plotr** - information on careers related to different GCSE subjects and lists 19 questions your son or daughter should ask about their options.  
[www.plotr.co.uk/advice/articles/choosing-gcse-options-19-questions-to-ask-yourself/](http://www.plotr.co.uk/advice/articles/choosing-gcse-options-19-questions-to-ask-yourself/)
- **Which University** - excellent advice about what to consider when choosing GCSE 's if considering university in the future.  
[www.university.which.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university](http://www.university.which.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university)
- **icould.com** - video clips & general advice on choosing GCSE's. Choose by subject to find out about careers related to GCSE's & also videos on people's own experiences.  
[www.icould.com/article/choosing-your-gcse-options](http://www.icould.com/article/choosing-your-gcse-options)
- **Success at School** - general advice about choosing & changes to GCSE's.  
[www.successatschool.org/advisedetails/508/What-are-my-GCSE-options%3](http://www.successatschool.org/advisedetails/508/What-are-my-GCSE-options%3)
- **Future Morph** - Visit Future Morph for information about taking science and maths at KS4 and beyond.  
[www.futuremorph.org/11-13/](http://www.futuremorph.org/11-13/)
- **Studential** - advice on a wide range of career related subjects including GCSE choice.  
[www.studential.com/GCSEs/choosing-your-GCSE-subject-options](http://www.studential.com/GCSEs/choosing-your-GCSE-subject-options)

### Useful Future Pathways Websites

- **Dudley Connexions Service** – advice regarding career pathways and progression from our local Dudley Connexions service  
<http://www.connexionsdudley.org>
- **Apprenticeships** – the official government website for all things apprenticeship related, including all apprenticeship vacancies in the U.K.  
<http://www.apprenticeships.gov.uk>
- **UCAS (the University and College Admissions Service)** – find details of all degree courses offered at institutions in the United Kingdom. Find out about course choices, entry requirements and a whole lot more!  
[wwwucas.com](http://wwwucas.com)
- **Which University Guide** – an excellent website collating information on universities and a wide range of useful statistics, such as graduate employment, presented in an easy to understand manner.  
<http://university.which.co.uk>
- **Parental Guidance** - written by the Careers Writers Association to help parents advise their children.

**GCSE Core Subject:**



# ***Religious Education***

## **What does the course cover?**

This course offers the opportunity to build knowledge and understanding of the beliefs and practices of Christianity with particular emphasis on Roman Catholicism. (All new GCSE Religious Education courses now include a strand based on the study of another World Religion, the directive from the Diocesan centre is that this second religion should be Judaism).

Students will prepare for three papers at GCSE, which form 100% of the qualification:

### **Paper 1: Area of Study 1 – Study of Religion (Catholic Christianity) – 50% of qualification**

**Students will look at four sub-topics based upon Catholic Christianity:**

1. Beliefs and Teachings.
2. Practices.
3. Sources of Wisdom and Authority.
4. Forms of Expression and Ways of Life.

### **Paper 2: Area of Study 2 – Study of Second Religion (Judaism) – 25% of qualification**

**Students will look at two sub-topics based upon Judaism with some comparison to Catholic Christianity:**

1. Jewish Beliefs and Teachings.
2. Jewish Practices.

### **Paper 3: Area of Study 3 – Philosophy and Ethics (Catholic Christianity) – 25% of qualification**

**Students will look at two sub-topics based upon Catholic Christianity:**

1. Arguments for the Existence of God.
2. Religious Teachings on Relationships and Families in the 21<sup>st</sup> Century.

## **Qualification details**

Students will gain a GCSE in Religious Studies, following the Edexcel Religious Studies specification, full course.

## **How is the course assessed?**

There will be three exams at the end of Year 11: two that are 50 minutes (Papers 2 and 3) long and one that is 1 hour and 45 minutes long (Paper 1) This makes up 100% of the course.

## **Are there any special requirements?**

This is a core subject. All students will study this course.

## **How will this course help students?**

- Learn about topical and controversial issues needed for life in modern Britain, such as divorce, religious practices, sex and relationships, miracles and whether or not God exists.
- Learn about atheist and humanist arguments to form a rounded opinion.
- Learn about Catholic beliefs and teachings; practices; sources of wisdom and authority and forms of expression and ways of life.
- Learn critical evaluation and extended writing skills, which can be transferred across a range of subjects.
- Study Judaism in depth in addition to Catholicism.
- Learn how to take part in a debate and share your views with others and justify them with evidence.
- Look at original sources of wisdom and authority and be able to relate them to life today.
- Get to express your views in a safe and supportive environment.

**GCSE Core Subject:**

# ***English Language***



## **What does the course cover?**

The GCSE English Language course enables students to:

- formulate and express their own ideas
- adapt their speech to a range of purposes and audiences as well as take part in drama activities
- read accurately and respond to a wide range of literature and non-fiction texts.
- organise and write engaging texts which employ a wide range of vocabulary and effective style choices

## **How is the course assessed?**

There is no tiered entry and all students will sit the same examination.

There is no controlled assessment or coursework – everything is assessed through two final examinations at the end of year 11.

All examinations will be based on unseen texts

### **Paper 1: Explorations in Creative Reading and Writing – 1 hour 45 mins, 50% of GCSE**

Section A: Reading of one literature fiction text

Section B: Descriptive or narrative writing

### **Paper 2: Writer's Viewpoints and Perspectives – 1 hour 45 mins, 50% of GCSE**

Section A: Reading of one non-fiction and one non-fiction literary text

Section B: Writing to present a viewpoint

### **Non-Examination Assessment: Speaking and Listening**

A range of speaking and listening tasks throughout the course – 0% weighting

## **Are there any special requirements?**

This is a core subject. All students will study this course. Students are, however, encouraged to read as widely and as often as possible from a range of sources, both modern and classic fiction as well as non-fiction and good quality newspapers. It is useful for students to have access to a good quality dictionary and thesaurus.

## **How will this course help students?**

A good GCSE in English is essential to all aspects of further and higher education and is fundamental pre-requisite for many employers. A grade 4 in English is required before leaving education at the age of 18.

## GCSE Core Subject:



# English Literature

## What does the course cover?

The GCSE English Literature course enables students to:

- develop their ability to read, understand and respond to a wide range of literary texts and appreciate the ways in which authors achieve their effects.
- develop an awareness of social, historical and cultural contexts and influences of literature.
- develop analysis of varied forms of text

## How is the course assessed?

There is no tiered entry and all students will sit the same examination.

There is no controlled assessment or coursework – everything is assessed through two final examinations at the end of year 11.

### Paper 1:            **Shakespeare and the 19<sup>th</sup> Century novel – 1 hour 45 mins exam, 40% of GCSE**

Section A            Students will answer one question on their set **Shakespeare** play. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Students are not permitted to have a copy of the text during the examination.

Section B            Students will answer one question on their set **novel**. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Students are not permitted to have a copy of the text during the examination.

### Paper 2:            **Modern texts and poetry – 2 hours 15 mins exam, 60% of GCSE**

Section A            Students will answer one essay question from a choice of two on their **modern prose or drama text**. Students are not permitted to have a copy of the text during the examination.

Section B            Students will answer one comparative question on one named **poem** printed on the paper and one other **poem** from the examination anthology. Students are not permitted to have a copy of the text during the examination.

Section C            Students will answer one question on one **unseen poem** and one question comparing the poem with a second **unseen poem**. Students are not permitted to have a copy of the text during the examination.

## Are there any special requirements?

This is a core subject. All students will study Literature and **most** will be entered for the qualification. Students are, however, encouraged to read as widely and as often as possible from a range of sources, both modern and classic fiction. It is useful for students to have access to a good quality dictionary and thesaurus.

Students are encouraged, as much as possible, to purchase their own exam texts to allow them to annotate and make notes.

## How will this course help students?

A good GCSE in English Literature is essential to many aspects of further and higher education and is a fundamental pre-requisite for many employers.



**GCSE Core Subject:**

# ***Mathematics***



## **What does the course cover?**

The course builds upon the knowledge and understanding gained at Key Stage 3 in the key areas of number, ratio proportion and rates of change, algebra, geometry, probability and statistics.

Students will:

- consolidate their understanding of mathematics;
- extend their use of mathematical vocabulary, definitions and formal reasoning;
- develop the confidence to use mathematics to tackle problems in the work place and everyday life;
- take increasing responsibility for the planning and execution of their work;
- develop an ability to think and reason mathematically;
- make connections between different areas of mathematics;
- develop a firm foundation for appropriate further study.

## **Qualification details**

Students will gain a single GCSE in mathematics. There are two tiers of paper, Higher and Foundation. Higher tier candidates are awarded grades 9-4 (3) and Foundation candidates are awarded grades 5-1. Further information can be found about the qualification on the AQA website under course code 8300.

## **How is the course assessed?**

Students will be assessed by three written examinations taken in June of Year 11. Each paper is 1 hour 30 minutes long and are equally weighted with 80 marks. Approximately 40% of each examination assesses skills and understanding, 30% reasoning and analysing and 30% problem solving. All three papers assess content from the entire course.

### **Paper 1**

A non-calculator examination.

### **Papers 2 and 3**

A calculator is permitted.

## **Are there any special requirements?**

This is a core subject. All students will study this course.

## **How will this course help students?**

A good GCSE in mathematics is an entry requirement for many further and higher education courses as well as many types of employment. It also provides a good grounding in numeracy and logical thinking skills, which are essential for life.

## GCSE Core Subject:

# Sciences



### What does the course cover?

The **GCSE Combined Science Double Award (Trilogy)** course includes: seven Biology units, ten Chemistry units and seven Physics units. Combined within these is the Working Scientifically unit which are called Required Practicals.

### Qualification details

- All students study Science during KS4.
- All assessment happens at the end of the course with content divided into topics across six papers-two 1 hour 15 minute papers per subject.
- Terminal exams are the method of assessment including 20% on math skills.

Exams are tiered, which means students take different level exams based on their ability (e.g. students who sit a higher tier exam have access to grades 9-4 (A\*\*to D)(delete this), while students who sit a lower tier exam can achieve grades 5-1 (C to G).(delete this)

Written exams would include questions that draw on students' Required Practical science experience. At least 15% of the marks will be allocated to these, so students will be expected to keep a record of their practical work which would be available to the exam board on request.

### Double Award GCSE in Science

Most students will study the new **GCSE Combined Science Double Award (Trilogy)** over the two years of Key Stage 4.

### Entry Level Certificate

Some students may study Entry Level certificate as a prequel to the GCSE. They are intended to incorporate competency based practical activities with applied knowledge.

### Three GCSEs in Science

Students whose quality of work is of a Grade 4- or higher in Science may choose to study 3 GCSEs in Science and will gain separate GCSEs in **Biology, Chemistry and Physics (Please see Triple Science Page 9)**

### How are the courses assessed?

**GCSE Combined Science Double Award (Trilogy)** GCSEs will continue to be linear, which means all assessment is at the end of the course. There are six papers-two 1 hour 15 minute papers per subject.

The new (delete this) grading structure is 9 to 1 has replaced A\* to G grades( delete this)

Controlled assessments have been discontinued.(delete this)Science Required Practical will be assessed in the final written exam.

### Are there any special requirements?

This is a core subject. All students will study Science.

### How will this course help students?

The **GCSE Combined Science** course covers:

<b>Biology Paper 1:</b>	Cell biology, Organisation, Infection and Response, Bioenergetics
<b>Biology Paper 2:</b>	Homeostasis and Response, Inheritance, Variation, and Evolution, Ecology.
<b>Required Practicals:</b>	Investigate the effect of osmosis on the mass of plant material, Investigate the effect of a factor on the rate of an enzyme controlled reaction
<b>Chemistry Paper 1:</b>	Atomic Structure, Bonding, Quantitative Chemistry, Chemical and Energy Changes,
<b>Chemistry Paper 2:</b>	Rate of Change, Organic, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.
<b>Required Practicals:</b>	Investigation of electrolysis of aqueous solutions using inert electrodes; Preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate.
<b>Physics Paper 1:</b>	Energy, Electricity, Particle Model of Matter and Atomic Structure
<b>Physics Paper 2:</b>	Forces, Waves, Magnetism and Electromagnetism
<b>Required Practicals:</b>	Investigate the relationship between force and extension for a spring; Determine the densities of regular and irregular solid objects and liquids.



## GCSE Course Choice:

# Triple Science

### What does the course cover?

We offer students the opportunity to have extra Science lessons as one of their four course choices.

Students taking this option will gain **three separate GCSE Science qualifications**, and will cover new content, including the human genome, life cycle analysis and space physics, and they will be more mathematically challenging.

The topics are:

**Biology:** Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation, (delete comma) and Evolution, Ecology.

**Required Practicals:** Investigate the effect of antiseptics or antibiotics on bacterial growth; Investigate the effect of a factor on the rate of an enzyme-controlled reaction

**Chemistry:** Atomic Structure, Bonding, Quantitative Chemistry, Chemical and Energy Changes, Rate of Change, Organic, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.

**Required Practicals:** Investigation of electrolysis of aqueous solutions using inert electrodes; Preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate.

**Physics:** Energy, Electricity, Particle Model of Matter and Atomic Structure, Forces, Waves, Magnetism and Electromagnetism

**Required Practicals:** Investigate the relationship between force and extension for a spring; Determine the densities of regular and irregular solid objects and liquids.

### Qualification details

Students will gain three separate GCSEs in Biology, Chemistry and Physics.

All assessment happens at the end of the course with content divided into topics across six papers- two 1 hour 45 minute papers per subject.

Terminal exams are the method of assessment including 20% on math skills.

Exams are tiered, which means students take different level exams based on their ability (e.g. students who sit a higher tier exam have access to grades 9-4 (A\*\*to D) (delete this) while students who sit a lower tier exam can achieve grades 5-1 (C to G) (delete this)

Written exams would include questions that draw on students' Required Practical science experience. At least 15% of the marks will be allocated to these, so students will be expected to keep a record of their practical work which would be available to the exam board on request.

### How is the course assessed?

GCSE Biology, Chemistry and Physics will continue to be linear, which means all assessment is at the end of the course. There are six papers- two 1 hour and 45 minute papers per subject.

The new (delete this) grading structure is 9 to 1 has replaced A\* to G grades( delete this)

Controlled assessments have been discontinued.(delete this) Required practical will be assessed in the final written exam.

### Are there any special requirements?

Students must be working at no less than grade 4 at KS3. If the course is oversubscribed, preference will be given to those students with the highest levels of achievement in their classwork and Science tests. The requirement for this course of study is a high level of scientific ability.

### How will this course help students?

This triple-award Science will prepare students more thoroughly for the demands of the A-level Science courses, whilst giving students greater insight into the role of the sciences in our world and benefits they bring.

## GCSE Course Choice:

# Art & Design



### What does the course cover?

The emphasis throughout the course is the development of creative skills, learning to use imagination and intuition when exploring and creating images and artefacts. Students should become confident in taking risks and learning from their own experience/mistakes when exploring and experimenting with ideas, materials and techniques in both 2D and 3D, including paint, print, batik/textiles, ceramics and 3D work.

Students are shown techniques that can enhance their work and are expected to experiment with these. They will also look at the work of various artists and craftspeople, before using their ideas and work to enhance the development of their own projects. Students will be expected to complete sketchpads of research, observational studies and critical analysis.

### Qualification details

Students will gain a single-award GCSE in Art and Design. We study the OCR exam board's specification **J170-176**.

More details can be found at: <http://ocr.org.uk/qualifications/gcse-art-and-design-j170-j176-from-2016/>

### How is the course assessed?

The 'Portfolio' task is the 'coursework' element. Students are given a theme determined by the school and have to complete a portfolio of work including observational studies, research developmental work and a final piece. This portfolio is worth a total of 60% of the final GCSE grade.

Students also complete an 'Externally Set Task'. This project starts at the beginning of January in Year 11 and culminates in 10 hours under examination conditions. Students choose one theme from a selection of five provided by the Examination Board. The preparation for the Set Task takes the same form as the coursework and is completed in lesson time and for homework, the only difference being that the final piece is completed under examination conditions. Students are able to take preparatory work into the examination to guide them. The Set Task is worth 40% of the final GCSE grade.

### Are there any special requirements?

- Well organised, committed and self motivated approach
- Good drawing, observational and creative skills. Good analytical and evaluative skills
- Willingness to experiment with materials and a hands-on approach

### How will this course help students?

- Helps you develop as an effective and independent learner, as a critical reflective thinker with an enquiring mind.
- Encourages personal creativity and allows freedom to explore your own ideas.
- Teaches lateral thinking, risk taking, problem solving, presentational and observational skills.
- Helps you to communicate better and express your ideas more easily.
- Widens cultural horizons and opens up a variety of career opportunities.

**BTEC Course Choice:**

# ***Business & Enterprise***



## **What does the course cover?**

Students will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful.

**Students** will have the opportunity to develop their knowledge and understanding of the different types of enterprise and their ownership looking at the characteristics of small and medium Enterprises (SMEs) and entrepreneurs with reasons for levels of success. You will understand the importance of a clear focus on the customer and the importance of meeting their needs. Enterprises can struggle if they do not find out about the market. It is important for you to develop relevant skills in market research and analyze and be able to interpret your findings to support your understanding of customers and competitors.

Students will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of a business.

## **How is the course assessed?**

Students will be assessed by producing 2 coursework assignments, one in Year 10 and one in Year 11:

### **Component 1: Exploring Enterprises**

In this component students will examine the reasons why entrepreneurs and businesses are successful by looking at two businesses based in the West Midlands.

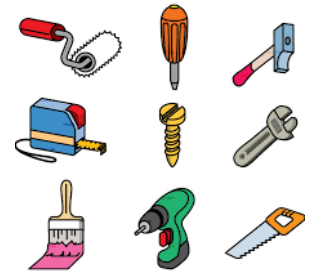
### **Component 2: Planning for and Pitching an Enterprise Activity**

In this component students are required to think of an idea for a business they could start. Students will pitch the business plan for their idea to an audience and then use the feedback to review their plan and pitch.

Students will have to sit **one** external exam called **Component 3: Promotion and Finance for Enterprise**. Students will study and will be examined on how firms market and promote their business as well as record and monitor their financial position. It will involve looking at costs and revenue, sources of finance, profit and loss. Students will take the external examination in **Year 10**.

## GCSE Course Choice:

# Design & Technology



### What does the course cover?

The D&T course builds on the skills used in KS3. The specification provides opportunities for students to develop design and technology capabilities through the course. It requires students to combine skills with knowledge and understanding in order to design and make high quality products.

The course provides opportunities for students to acquire and apply knowledge, skills and understanding through:

- Course notes and studies
- Mini practical tasks and physical exercises.
- Detailed practice projects
- Tests and examination practice.

The practice projects are used to deliver most of the course content. Current practice projects are based around a timber construction project, mini steel manufacture and mechanical card design. All of the project work is marked against the exam board criteria and the portfolio work will be digital.

### Qualification details

Students will gain a single-award GCSE in Design and Technology, studying the AQA exam board's 8552 specification. The subject content has been split into three sections as follows:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Core Technical Principles covers	Specialist Technical principles covers	Designing and making principles covers
<ul style="list-style-type: none"><li>• new and emerging technologies</li><li>• energy generation and storage</li><li>• developments in new materials</li><li>• systems approach to designing</li><li>• mechanical devices</li><li>• materials and their working properties.</li></ul>	<ul style="list-style-type: none"><li>• selection of materials or components</li><li>• forces and stresses</li><li>• ecological and social footprint</li><li>• sources and origins</li><li>• using and working with materials</li><li>• stock forms, types and sizes</li><li>• scales of production</li><li>• specialist techniques and processes</li><li>• surface treatments and finishes.</li></ul>	<ul style="list-style-type: none"><li>• investigation, primary and secondary data</li><li>• environmental, social and economic challenge</li><li>• the work of others</li><li>• design strategies</li><li>• communication of design ideas</li><li>• prototype development</li><li>• selection of materials and components</li><li>• tolerances</li><li>• material management</li><li>• specialist tools and equipment</li><li>• specialist techniques and processes</li></ul>

### How is the course assessed?

- The course is assessed with a portfolio and an examination.
- The project (or Non exam assessment) is a 30 to 35 hour project that will be 50% of the certification and will be worth 100 marks.
- The examination is a 2 hour test that will be worth 50% of the certification and will be worth 100 marks.
- Both pieces of assessment will test all three of the principles listed above.

### Are there any special requirements?

Students will need a good imagination, some basic Maths and ICT skills as well as a good work ethic.

### How will this course help students?

Students will get a good qualification through a combination of practical skills and technology knowledge and a clearer understanding of the need for good design. Critical thinking, planning and modification skills are all key when working through the NEA. They will also have a physical portfolio and product that can be used for interviews and scholarship applications.

## BTEC Course Choice:

# Digital Information Technology



### What does the course cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment including the:

- development of key skills that prove learners' aptitude in digital information technology such as project planning, designing and creating user interfaces, and creating dashboards to present and interpret data
- processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams and legal and ethical codes of conduct
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

**Qualification details:** Equivalent to a full GCSE

### How is the course assessed?

The qualification consists of **three** components that give learners the opportunity to develop broad knowledge and understanding of the Digital Information Technology sector and specialist skills and techniques in project planning, designing user interfaces and manipulating and interpreting data at Levels 1 and 2. Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities.

There is one external assessment, Component 3, that provides the main synoptic assessment for the qualification. *Component 3: Effective Digital Working Practices* requires learners to analyse and interpret information in relation to different scenarios and to draw on knowledge, understanding and skills such as the project planning process, interface design, collection and use of data, when making recommendations on working practices related to virtual teams, cyber security and legal and ethical issues.

### How will this course help students?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment including the:

- development of key skills that prove learners' aptitude in digital information technology such as project planning, designing and creating user interfaces, and creating dashboards to present and interpret data
- processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams and legal and ethical codes of conduct
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Digital sector.

## GCSE Course Choice:

# Drama



### Why take Drama?

Drama is a wonderful subject which complements the academic nature of KS4 study. The GCSE qualification allows for students to build **industry specific skills** which are crucial in the popular and ever-expanding creative arts and media industries. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

### The course 'at a glance':

<p><b><u>Component 1: 'Understanding Drama'</u></b></p> <p>This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.</p> <p>Students have 1 hour and 45 minutes to answer the paper. The paper is divided into <b>three</b> compulsory sections:</p> <ul style="list-style-type: none"> <li>• Section A: Theatre roles and terminology</li> <li>• Section B: Study of set text</li> <li>• Section C: Live theatre production</li> </ul> <p>The paper constitutes 40% of the GCSE.</p>	<p><b><u>Component 2: "Devising Drama"</u></b></p> <p>This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.</p> <p>For this component students are required to complete the following <b>two</b> assessment tasks:</p> <ul style="list-style-type: none"> <li>• produce an individual Devising log documenting the devising process</li> <li>• contribute to a final devised duologue or group performance.</li> </ul> <p>Component 2 constitutes 40% of the GCSE.</p>	<p><b><u>Component 3: 'Texts in Practice'</u></b></p> <p>This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. For this component students must complete <b>two</b> assessment tasks:</p> <ul style="list-style-type: none"> <li>• study and present a key extract (monologue, duologue or group performance)</li> <li>• study and present a second key extract (monologue, duologue or group performance) from the same play.</li> </ul> <p>Component 3 constitutes 20% of the GCSE.</p>
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### Where next?

The GCSE prepares students for any type of Post -16 Performing Arts or Drama Course. It can also be of assistance with the following careers: professional actor, drama teacher, Arts manager, youth worker, community arts practitioner, drama therapist – the list is endless!



## GCSE Course Choice:

# *Food Preparation and Nutrition*



### **What does the course cover?**

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

### **Qualification details**

Students will gain a single-award GCSE in Food Preparation and Nutrition.

Further detail can be found using the following link. <http://eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

### **How is the course assessed?**

Students will take a 1 hour 45 minute external written examination at the end of the course to test knowledge. This is worth 50% of the overall GCSE.

The remaining 50% of the GCSE will be assessed through two non-exam assessment tasks

#### **Task 1: Food investigation**

Students' understanding of the working characteristics, functional and chemical properties of ingredients.  
Assessment evidence – 2000 word report.

#### **Task 2: Food preparation assessment**

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

### **Are there any special requirements?**

Students will need to bring in ingredients on a weekly basis when making products. This is a key part of the course as it provides opportunities for students to develop their skills as they seek to produce high quality products. Food Preparation and Nutrition is a practical subject however practical work will need to be supported by written work.

### **How will this course help students?**

Working with food is a life skill. Processed foods are packed with ingredients that can be very unhealthy and expensive to buy. Food Preparation and Nutrition provides students with the opportunity to use their practical skills and gain knowledge to become more confident in producing healthy meals.

## GCSE Course Choice:

# French



Learning a language provides students with a life skill. Knowledge of a foreign language is a concrete, demonstrable and valuable qualification to have. Having a language GCSE is highly valued by colleges, universities, training centres and employers. Gaining a grade 5 or above in French GCSE (along with Maths, English, Science and History or Geography) will award you the **English Baccalaureate**.

### Course content

During the French GCSE course, students will cover topics closely linked to those studied at KS3 while expanding their use and application of grammar points. All of the following themes on which the assessments are based, are encountered during the three years of the key stage;

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Students are assessed across 4 skill areas and the weighting is detailed below:

Skill Area	% Weighting
Listening	25%
Speaking	25%
Reading	25%
Writing	25%

Examinations are taken at Foundation or Higher tiers, with all four skill areas being assessed at the same tier. The Speaking assessment is taken with your child's class teacher and examined externally. All examinations are taken at the end of the course.

### Qualification details

Students will gain a single-award GCSE in French by following the AQA French GCSE which will expand your child's cultural knowledge whilst developing their language skills in an exciting, relevant and engaging fashion. The exam board's specification code is 8658. More details can be found at [www.aqa.org.uk](http://www.aqa.org.uk)

### Are there any special requirements?

This is an optional subject and students of all abilities can access this course. It is important for students to have access to a good bi-lingual dictionary and to SharePoint. Students who are committed and enjoy the challenges of learning a language, and who are willing to experiment with language usage and application will be able to achieve good results.

### How will this course help students?

Students who have language qualifications will be increasingly in demand in the work place. Studying French will help students to develop their own understanding of English, foster a wider awareness of a different culture, improve their communication skills and build their confidence.

## GCSE Course Choice:

# Spanish



Learning a language is a real asset and provides students with incredibly valuable skills for life. Language GCSEs are highly regarded by further education providers and future employers. A grade 5 or above in Spanish GCSE can help you towards achieving the English Baccalaureate.

### Course content

Students cover a diverse range of topics while continuously broadening their range of vocabulary and expertise in using essential language structures. The work is divided into three themes:

**Theme 1: Identity and culture**

**Theme 2: Local, national, international and global areas of interest**

**Theme 3: Current and future study and employment**

Students are assessed in **listening, speaking, reading and writing** all equally **weighted at 25% each**.

Examinations are taken at either Foundation or Higher level.

The Speaking assessment is taken with the student's class teacher and examined externally.

The three remaining subject skills are assessed at the end of the course.

### Qualification details

Students will gain a single-award GCSE in Spanish by following the AQA Spanish GCSE.

The exam board's specification code is 8698. More details can be found at [www.aqa.org.uk](http://www.aqa.org.uk)

### Are there any special requirements?

This is an optional subject open and accessible to students of all abilities. An interest and enthusiasm for language learning and other cultures will be beneficial.

### How will this course help students?

Being able to speak, explain, and negotiate in **another language** makes you more employable, increases your confidence, and **can** lead to a 10-15% higher salary. Advancing technologies have afforded us the ability to communicate no matter where we are in the world, amplifying the **importance** of **foreign language** study.

Language learning enhances many transferable skills – **communication, analysis, team work, evaluation, presentation, research, independent learning**. Spanish is a **gateway to** learning **other languages**. Language qualifications are crucial in a global market.

**Typical language related careers are:** marketing, transportation, administration, sales, retail, banking, education, law, communication, public relations, tourism and government – to name just a few.

**Spanish** is the second most spoken language in the world, and it is the most spoken language in the Americas. ... It's a useful language to know when doing business with **Spanish** or Latin American firms, and a great way to strengthen your resume and improve your career prospects.

## GCSE Course Choice:

# Geography



### What does the course cover?

The GCSE Geography course is designed to promote and raise awareness and understanding of issues involving people, places and environments. The course contains elements of 'traditional' Geography, such as river and coastal landscapes but also incorporates more recent theories such as global development and resource management.

Within the specification there are two sections concentrating on the interaction between Human and Physical Geography.

1. The Physical Environment (Rivers, Coasts, Weather Hazards and Ecosystems)
2. Human Environment (Changing cities, Global Development and Resource Management)

Students will complete various fieldwork investigations to enhance and develop their knowledge and understanding in the necessary skills required for their GCSE.

### Qualification details

Students will gain a single-award GCSE in Geography, studying the Edexcel exam board's GCSE (9-1) Geography A (1GA0).

More details can be found at <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>

### How is the course assessed?

1. The Physical Environment - written examination 37.5% of qualification
2. The Human Environment - written examination 37.5% of qualification
3. Geographical Investigations externally assessed written exam 25 % of qualification

### Are there any special requirements?

Students must have an interest and enjoyment of the subject and be prepared to take an active part in their own learning, both in school and as part of their practical fieldwork.

Geography is both a science and an art subject and therefore will support and enhance other curriculum areas. It will give greater flexibility to students in the future when applying for college or work placements.

### How will this course help students?

- Are you interested in the world all around you?
- Are you interested in developing a range of transferable skills which can lead to a wide variety of different employment opportunities?
- There has never been a better time to study Geography in a world that is constantly changing.
- Geography bridges the gap between arts and sciences, giving students flexibility in future academic studies and a broad understanding of many aspects of the curriculum.

## GCSE Course Choice:

# History



### What does the course cover?

The Edexcel GCSE History 9-1 offers the opportunity to use the skills developed at Key Stage 3 to investigate the people and events which shaped and changed the world from 1250 AD through to modern times.

### SYLLABUS:

PAPER 1 – BRITISH THEMATIC STUDY WITH HISTORICAL ENVIRONMENT		
<b>WEIGHTING : 30%</b>	<b>EXAM: 1 hour 15 minutes</b>	<b>52 Marks</b>
<b>Thematic Study (20%)</b>		<b>Historic Environment (10%)</b>
Medicine in Britain, c1250 to present		The British sector of the Western Front: injuries, treatment and the trenches
Topics in Paper 1 link together, so students can apply their contextual understanding from the thematic study to the Historic Environment study.		
PAPER 2 – PERIOD STUDY & BRITISH DEPTH STUDY		
<b>WEIGHTING : 40%</b>	<b>EXAM: 1 hour 45 minutes</b>	<b>64 Marks</b>
<b>Period Study (20%)</b>		<b>British Depth Study (20%)</b>
Superpower relations & the Cold War, 1941-1991		Henry VIII & his ministers, 1509-1540
Paper 2 covers both British depth studies and period studies to act as a chronological and geographical 'bridge' between Paper 1 and Paper 3.		
PAPER 3 – MODERN DEPTH STUDY		
<b>WEIGHTING : 30%</b>	<b>EXAM: 1 hour 20 minutes</b>	<b>52 Marks</b>
Weimar and Nazi Germany, 1918–39		
Having paper 3 solely on the non-British modern depth study enables students to focus on one era and explore how and why the historical interpretations of it differ.		

### Qualification details:

Students will gain a single-award **EDEXCEL GCSE (9-1) History J1H10**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

### How is the course assessed?

Examination – 100% which assesses knowledge and understanding of the topics and the full range of Historical skills.

### Are there any special requirements?

You need to have an interest in and enthusiasm for History and be prepared to investigate and use a wide range of sources of evidence both within and outside lessons.

### How will this course help students?

This course encourages you to make your **own judgements** about the events which have changed the course of history and helped to shape the world in which you live. Historians like you, **learn to think for themselves**, to seek out and use relevant information and **recognise opinions within sources**. They are able to research; asking and answering the questions which will help them to arrive at a useful and logical conclusion.

These **transferable skills** are useful for studies in the sixth form and highly valued on many university courses and in a wide range of careers including Archaeology, Architecture, Art, Conservation, Diplomatic Service, Forensic Science, History, Journalism, Law, Media and Medicine.

## BTEC Course Choice:

# Health and Social Care



### What does the course cover?

This course will enable you to learn about the ways that people develop throughout their lives. You will learn to use communication methods with clients and will learn about the fundamental values of caring for others and how to treat people equally in society.

### Qualification details

Students will attain a Level 1/Level 2 Tech Award in Health and Social Care.

The equivalent GCSE numerical grade is shown above each BTEC grade on the table below.

GCSE	4/5	6	7	8
BTEC Level 2	Pass	Merit	Distinction	Distinction*

### How is the course assessed?

It is a 120 guided-learning-hour qualification taught for three hours per week in year 9 and two hours per week in year 10 and 11. It is the same as completing 1 GCSE.

33.3% - externally assessed exams

66.6% - Internally assessed and externally moderated coursework (practical and theoretical elements)

#### **Units**

1 Human Lifespan and Development  
2 Health and Social Care Services and Values  
3 Health and Wellbeing

#### **Assessment method**

Internal  
Internal  
External

### Are there any special requirements?

You will find this course right for you if:

- You believe that all people in society should be treated equally
- You are interested in helping others to achieve and be the best that they can be
- You think that helping someone to achieve in life is the best job in the world

### How will the course help our students?

If you are looking towards a future in midwifery, nursing, social work, teaching or any of the caring industries, this is the right course for you.

You can progress onto the level 3 BTEC in Health and Social Care and gain the skills you need to go on to a career in the health, social care, early years, or community justice sectors.

If you choose to progress to the level 3 BTEC in Health and Social Care, you will be prepared for the move to university.

## GCSE Course Choice:

# Media Studies



### What does the course cover?

The GCSE Media Studies course enables students to:

- develop their ability to read, understand and respond to a wide range of common media text types
- appreciate the ways in which these texts impact us as consumers.
- develop an awareness of how influential the media can be in our everyday lives.
- develop analysis of varied forms of media text

### How is the course assessed?

There is no tiered entry and all students will sit the same examination.

#### **Paper 1: Media 1 – 1 hour 30 mins exam, 35% of the GCSE**

Section A **Media Language and Media Representations:** Questions will test any two of the following forms; magazines, advertising and marketing, newspapers, online, social and participatory media and video games

Section B **Section B: Media Industries and Media Audiences:** Questions will test any two of the following forms: radio, music video, newspapers, online, social and participatory media and video games, film (industries only)

#### **Paper 2: Media 2 – 1 hour 30 mins exam, 35% of the GCSE**

Section A Assessment will be based on a screening from an extract of one of the television Close Study Products and other Close Study Products. These Close Study Products are a range of television texts students have studied during the course.

Section B Assessment will be based on either newspapers or online, social and participatory media and video games. Close studies of texts in these areas will have been completed during the two year course of study.

#### **Non-Exam Assessment (coursework) 30% of the GCSE**

For this controlled assessment unit, students will create a proposal for and a fully realised media product from a selection of prescribed media areas which change every year. Examples of these include a radio advert for a film festival, a magazine front cover and article, a tabloid newspaper front cover and article, a working homepage for a radio station, a sequence from a television show in a specific genre.

### Are there any special requirements?

- A good standard of written English is essential for the successful study of Media; several questions on both exams require essay style written responses.
- Analytical skills similar to those in English Literature are a big part of the Media GCSE. Any successful Literature student would thrive in Media Studies.
- A student suited to Media Studies will already have an awareness of and interest in a range of media areas. These could be print or audio-visual media, radio, podcasts, social media, film or television.
- A good standard of computer skills will certainly help a prospective media student.

### How will this course help students?

A good GCSE in Media can open up a pathway to further study of Media or Film Studies at A Level and to many aspects of further and higher education. The media is a huge industry, one of the most vibrant and successful in the country. It encompasses an enormous range of potential careers, both technical and creative, that the study of this subject could certainly inspire an interest and passion in.

## RSL Course Choice:

# MUSIC

## What does the course cover?



Students will learn to:

- Develop an appreciation for a variety of musical styles
- Plan and prepare performances on their main instrument or voice  
*Or*
- Create a Music Project using Music Technology

Students can either follow an entirely Performance-based pathway or a Technology & Composition pathway. Music Knowledge is studied in both. Students will study **3 units in total and need to achieve 20 Credits.**

LEVEL 2		CREDIT	QUALIFICATION	
UNIT			PERFORMANCE	TECHNOLOGY & COMPOSITION
201ta	Music Knowledge development	4	Internal Core	Internal Core
202ta	Live Music Performance	8	External Core	
203ta	Music Sequencing and Production	8		External Core
204ta	Instrumental Study	8	Optional	Optional
205ta	Composing Music	8	Optional	Optional
206ta	Social Recording	8	Optional	Optional
207ta	Using a DAW	8	Optional	Optional

Through the development of these skills learners are given the basis for further study with the ultimate aim being the creation of a musician who can perform and record music in a professional capacity.

### Qualification Details

#### RSL Level 2 Certificate in Performance/Technology and Composition for Music Practitioners

The RSL Course is **equal in value** to GCSE music but simply offers an alternative path.

#### How is the course assessed?

Music remains one of the few options available where **coursework is still a vital part of the assessment process.**

- A portfolio of Performance/Music Technology work together with planning and evaluation documents is sent to RSL for external marking (External Core)
- Music Knowledge Project (Internal Core unit – assessed in College)
- Optional Unit (Assessed in College and externally verified)

#### There is no end of course examination

#### Are there any special requirements?

You should be able to play an instrument or sing and want to develop your skills further.

If you are interested in the Music Technology option then you should enjoy creating music using a DAW (Digital Audio Workstation).

#### How will this course help students?

Through specialist lessons and rehearsals you will develop your skills on your chosen instrument. Students specialising in Music Technology will learn how to produce music effectively using a DAW. You will have to work well both individually and as a member of a team and the course will help to develop self-confidence, discipline, motivation and organisational skills.

#### Post 16 options?

The Level 2 Music qualification shows a wide range of skills that will be welcomed on a range of A level or Level 3 courses such as Level 3 Music Performance or GCE A Level Music Technology.

Typical employment progression is to such areas as performing/recording artist, music producer, sound engineer, composer. Post 18 learners can also progress to higher education courses such as degrees in Popular Music, Music Technology, Music Composition, Music Education, Music Therapy and Music Business.



## GCSE Course Choice:



# *Physical Education*

### **What does the course cover?**

GCSE PE will offer students the opportunity to develop their skills in a wide range of sports and activities and help them to improve their own performance. They will learn about exercise, how the body works during exercise and then through training how performance can be improved. The course is practically based and involves participating in a range of practical activities as well as developing the knowledge to improve their own ability in these activities. For students who enjoy sport this will be a very enjoyable course.

Students have already been taught skills in a variety of different activities in their PE lessons. This course will help them to build upon these basic skills. They will develop the analytical skills to look at and improve their own performance and also develop a wide range of personal skills through involvement in physical activity and leadership.

This course is not the same as the core PE which all students take part in. The GCSE course includes a greater element of theory, and about half of a student's GCSE lessons will be classroom-based.

### **Qualification details**

Students will gain a single-award in GCSE in Physical Education. Students will study the new AQA exam board Physical Education (Full course 4892) specification. More details can be found at [www.aqa.org.uk/qual/newgcse/science/new/phy\\_edu\\_overview.php](http://www.aqa.org.uk/qual/newgcse/science/new/phy_edu_overview.php)

### **How is the course assessed?**

During the course students will cover and be assessed in several different activities. For the final practical mark, which now makes up only 30% of the total mark, the best 3 activities will be submitted for assessment.

At the end of the course there are 2 written exams that are now worth 70% of the total mark. It will test your knowledge and understanding of the theory element of the course.

### **Are there any special requirements?**

Students must be willing to participate actively in a wide range of physical activities, develop leadership skills and have the maturity to reflect on their own performance.

### **How will this course help students?**

A good grade at GCSE will help students to move on to study AS/A2 Sports Studies or other sport-related courses. Future employment opportunities may then include physiotherapy, sports journalism, fitness instruction, dietician, sport psychology, sports nutritionist and PE teaching.

## GCSE Course Choice:

# ***BTEC First Award in Sport***



### What does the course cover?

The course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

Equivalent to one GCSE

### How is the course assessed?

Three mandatory units plus one additional unit (4 units **must** be done in total):

Unit	Unit title (1-3 Mandatory)	GLH	Assessment
1	<b>Fitness for Sport and Exercise</b>	30	External – onscreen examination
2	<b>Practical Performance in Sport</b>	30	Internal (coursework/practical performance)
3	<b>Applying the Principles of Personal Training</b>	30	Internal Synoptic (coursework/practical performance)
4	<b>The Mind and Sports Performance</b>	30	Internal (coursework)
5	<b>The Sports Performer in Action</b>	30	Internal (coursework)
6	<b>Leading Sports Activities</b>	30	Internal (coursework/leading a sports session)

- Externally assessed unit: onscreen exam 1 hr 15 mins (60 marks). This exam is likely to take place in Y10 but this is to be confirmed. The exam has a mixture of short answer questions and open response questions.
- Internally assessed units: set by the PE teaching team and externally moderated by Pearson. Assessments may include: presentations, written work, video footage and interviews.
- Clear assessment procedure: peer assessment, self-assessment, teacher assessment then final hand in.

### Are there any special requirements?

You need to have a keen interest in current sporting issues, both social and scientific aspects. It would be of benefit to participate in a sporting activity outside of school.

### How will the course help our students? i.e. progression/careers?

- Encourage personal development through practical participation and performance in a range of sport and exercise activities
- Give students the opportunity to enter employment in the sport and active leisure sector or to progress to other vocational qualifications such as the BTEC Level 3 in sport at sixth form.

# Bishop Milner Catholic College

## OPTION BLOCKS MARCH 2021

Block	Option
Block A	<ul style="list-style-type: none"><li>• History (GCSE)</li><li>• Geography (GCSE)</li><li>• Modern Foreign Language <b>*Please specify French or Spanish</b> (GCSE)</li><li>• Food preparation and nutrition (GCSE)</li><li>• D&amp;T (GCSE)</li><li>• Drama (GCSE)</li></ul>
Block B	<ul style="list-style-type: none"><li>• Triple Science (GCSE)</li><li>• Digital Information Technology (BTEC)</li><li>• Art and Design (GCSE)</li><li>• Business &amp; Enterprise (BTEC)</li><li>• Health and Social Care (BTEC)</li><li>• Media Studies (GCSE)</li></ul>
Block C	<ul style="list-style-type: none"><li>• History (GCSE)</li><li>• Geography (GCSE)</li><li>• Music (RSL)</li><li>• Physical Education (GCSE)</li><li>• First Award in Sport (BTEC)</li><li>• Art and Design (GCSE)</li></ul>

With 150 students across each option block, there is **no guarantee** that students will be allocated their first choice; therefore, careful consideration must be given to their second choice.

Option courses will only run if there are viable numbers to support the facilitation of a group.

Please complete the online form on the options page of the college website  
by no later than Friday 23 April