

# Year 8 2023/4 Options Information Booklet



St LUKE'S  
Church of England School

Life to the full

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# Welcome

**Introduction video** (recommended to watch this before reading booklet):  
[https://youtu.be/rlXR\\_mF5TEw](https://youtu.be/rlXR_mF5TEw)



**The aim of this booklet is to provide you with all the information you need to successfully choose your GCSE option subjects. These are really important decisions, so it is essential you have everything you need to make the right choices.**

Choosing the subjects you would like to study in years 9-11 is a really exciting time in your education. You may already know what you want to do when you are older, so will have a really clear idea of the courses you wish to take and how they will help you towards your chosen career. Alternatively, you might not know exactly what you want to do in the future yet; in which case you will need to consider courses that will offer you a wide range of skills and qualifications so that you can access as many different opportunities later on in life. It's also really important in both scenarios that you choose to study subjects that interest and challenge you so that you really enjoy your learning in years 9-11.

There have been lots of changes in education in the last few years that affect the courses studied at KS4. Changes to exam specifications; changes to the grading system and changes to the expectations that post-16 colleges have in terms of their admissions requirements. All of these will be explained in the next few pages so you will be fully informed before you start your decision making. Remember, your GCSEs are vital for preparing you for your next steps, whether that be college, an apprenticeship, university or employment.

Alongside reading this booklet you have the opportunity to watch number of videos on the **core subjects** you will continue to study in years 9- 11 and on those subjects that you may choose to study (**option subjects**). Please take the time now to read through the pages in this booklet on those subjects you are interested in studying at KS4. To watch the videos either click on the link or open the camera on your phone and scan the QR code.

As mentioned in the introductory video, you will need to make a 1st, 2nd, 3rd and 4th choice for the **two option subjects** you would like to study because some courses may not be able to run if not enough students choose them, a course becomes oversubscribed or if staffing means we don't have a subject specialist. Therefore, your 3rd and 4th choices are extremely important. Please also note that you are only allowed to study **one** from the following combinations of subjects as they are the same course discount code:

- Art and Design
- Computer Science & Vocational ICT (only one of these course likely to run based on popularity)
- Sports Studies & PE

If you have any general questions that haven't been answered in the videos or booklet, please email me directly (email address below). If you have specific questions regarding course information or the suitability of your child in taking a qualification then please email the head of department directly. All contact information for heads of department can be found on the final page of this booklet.

Over the next few weeks, it is really important that you ask your teachers lots of questions about studying their subjects at GCSE. They are the experts and will be very happy to give you lots of advice and guidance.

**Students will complete their options in school via a google form in school on Monday 29<sup>th</sup> January.** After students pick we will then confirm your choices after half term. We will let students know if there are courses that do not run or are oversubscribed, so alternative choices can be picked if needed.

Alex Evans - Deputy Headteacher (Quality of Education)  
Email: [alex.evans@stlukescofe.school](mailto:alex.evans@stlukescofe.school)

## GCSE Grading & Courses

Since 2017, letter grades have been replaced with number grades and there has been a new grade 9 added which in old terms is equivalent to an A\*\*. A grade C is now equivalent to a grade 4 **and** a grade 5, with a grade 4 being a standard pass and a grade 5 being a strong pass.

The vast majority of GCSEs are assessed by an **exam(s)** at the end of the course. In some subjects this is one final exam, in others it could be two or three exams. For a few of the more practical courses, e.g. Art, Photography and GCSE PE, there will be a **coursework** element that will be completed during the course. The final grade will therefore be calculated by combining your coursework and examination marks.

## Vocational Grading

Vocational courses are assessed differently. They comprise a number of coursework units and an exam unit. The coursework units together make up the majority % of the final mark, with the exam making up the remaining %. Usually the exam in these courses will be worth 40% of the final grade.

In vocational courses you can get Level 1 grades of pass, merit and distinction (equivalent to GCSE grades 1, 2 and 3) and Level 2 grades of pass, merit, distinction and distinction\* (equivalent to GCSE grades 4, 5.5, 7.5 and 9). All vocational courses are directly linked to an industry so have a strong vocational context to prepare students for a career/employment. At St Luke's we have a very strong track record of our students achieving Level 2 grades.

## Admissions requirements for post-16 courses

Post-16 providers look for eight good qualifications from the students who apply for their courses. Level 2 vocational qualifications are treated by post-16 providers as an equivalent to a GCSE (see the grade equivalents above). However, depending on the course you are applying for, they might have additional requirements. For example, they might ask for a specific number within the eight to be a certain grade or above, e.g. five at grade 5 and above, or they might ask for a specific grade in the subject that you wish to go on and study at A level, e.g. for English Language A level they would might want at least a grade 6 in English Language GCSE\*. Examples can be found on the next page.

**The admissions requirements are different for every provider and for every course, so my top tips for you are:**

1. **Get the best grades in every one of your subjects as they will open the most doors to lots of different courses.**
2. **English and Maths grades are critical because if you don't achieve at least a Grade 4 in both before you leave St Luke's you will have to retake them or do equivalent courses at your post-16 college.**
3. **Start looking early! Visit post-16 providers' websites and look at what their specific requirements are for each of their courses.**



<https://exe-coll.ac.uk/>



<http://www.clystvale.org/>



<https://www.bicton.ac.uk/>



<https://exetermathematicsschool.ac.uk/>

**Examples of Entry Requirements for Post-16 Education**

GCSE grades		Level	Type of course	What they could lead to
All subjects	English & Maths			
Eight qualifications <b>grades 9-5 or equivalent</b>	<b>MUST</b> achieve a minimum of grade 5, however, some subjects require a 6 grade as minimum	L3 - Academic	A Levels or International Baccalaureate	University, another higher education course or a Level 4 apprenticeship
	<b>MUST</b> achieve a minimum of grade 5	L3 - Vocational	Vocational Level 3 courses, advanced apprenticeships, NVQ or VRQ	Apprenticeship, employment or university
<b>Eight grade 4s or equivalent</b>	You can get on the course with a grade lower than a 5, but you will have to retake Maths & English	L2	Vocational Level 2, apprenticeships, GCSEs or NVQs	Level 3 qualifications, employment or possibly an apprenticeship

*\* these are only examples and do not represent actual admissions requirements*

## Subjects You Will Study

Most students at St Luke’s will study the ‘Ebacc’ Subjects as their core offer. This is a nationally recognised set of qualifications known as the English Baccalaureate. Some students will have the option not to study a language and take extra English and/or maths. This is a decision to be taken with your parents after contact from the school. The most important thing for you is ensure you are on the right pathway so you enjoy your learning, fulfil your potential and are able to access your next steps in life.

All students will also study Core PE and Life to the Full. More details of these subjects can be found in the next section of this booklet.

<b>Core Subjects</b>	<b>Option Subjects (you will choose two, with some exceptions on specific combinations)</b>
English Language GCSE	Religion, Philosophy and Ethics GCSE
English Literature GCSE (exam taken in Year 10)	Computer Science GCSE
Mathematics GCSE	Further Maths and Statistics GCSE
Science GCSE (double award) *	PE GCSE
French or Spanish GCSE	Art and Design: 3D Design GCSE
Geography GCSE**	Art and Design: Fine Art GCSE
History GCSE**	Art and Design: Photography GCSE
	Triple Science GCSEs
	Performing Arts: Dance (Vocational)
	Performing Arts: Drama (Vocational)
	Music (Vocational)
	Health and Social Care (Vocational)
	Sports Studies (Vocational)
	IT (Vocational)
	Hospitality and Catering (Vocational)

Remember, you may only choose **one** subject from the following groups:

- Art and Design
- Computer Science & Vocational ICT (only one of these courses to run depending on popularity)
- Sports Studies & GCSE PE



# Core subjects

## English Language: AQA GCSE (9-1)

### Course content:

GCSE English Language is a skills-based qualification. Students will need to read unseen texts and analyse how the writers have used language and structure to communicate their ideas before producing their own pieces of writing which demonstrate that they too can communicate their ideas effectively.

Inference and analysis are at the heart of the English Language GCSE; students will need to work out what writers are trying to communicate with their readers and explore the writers' choice of language. They will also need to select appropriate evidence from the texts to support their responses. Writing skills will also play an important part of success and students will need to organise their own ideas effectively, using a range of vocabulary, sentence structures and punctuation.

### Assessment:

There are two examinations which will both be taken at the end of Year 11. Both are worth 50% of the final awarded grade.

#### **Paper 1 (1 hr 45 mins) – Explorations in Creative Reading and Writing**

In the Reading section, students will read one literary text and respond to 4 questions:

- Q1 – 4 marks comprehension
- Q2 – 8 marks focus on language analysis
- Q3 – 8 marks focus on structural analysis
- Q4 – 20 marks critical evaluation and language analysis

In the Writing section, students produce 1 extended piece of descriptive or narrative writing.

Q5 – 40 marks (24 marks for content and organisation; 16 marks for technical accuracy)

#### **Paper 2 (1 hr 45 mins) – Writers' Viewpoints and Perspectives**

In the Reading section, students are asked to read two thematically linked non-fiction texts (one will be from 19<sup>th</sup> century) and respond to 4 questions:

- Q1 – 4 marks comprehension
- Q2 – 8 marks summary of key ideas
- Q3 – 12 marks focus on language analysis
- Q4 – 16 marks comparison of viewpoints

In the Writing section, students produce one extended piece of non-fiction writing in response to a statement.

Q5 – 40 marks (24 marks for content and organisation; 16 marks for technical accuracy)

### **Speaking and Listening**

Although Speaking and Listening is no longer examined, students are expected to deliver a formal presentation and respond to questions on their chosen subject. This is endorsed separately.





### **Why this subject is important and possible careers:**

English Language GCSE is required by nearly all colleges, employers and universities and designed in such a way to ensure students are equipped – not just to be literate - but also understand how the written word is used every day. Increasingly, we all need to be able to tell the difference between fact and opinion, to be able to recognise bias and read and write with purpose. Careers directly linked to English include: digital copywriter; editorial assistant; English as a foreign language teacher; lexicographer; magazine journalist; newspaper journalist; private tutor; publishing copy-editor/proof reader and web content manager.

To find out more watch this video or scan the QR code using your phone's camera below (10.10): [https://youtu.be/SQ\\_j6BUDfmc](https://youtu.be/SQ_j6BUDfmc)



## English Literature: AQA GCSE (9-1)

### Course content:

GCSE English Literature invites students to look at the world through a series of different lenses: from Shakespeare's Elizabethan views of love, to Dickens' view of poverty in Victorian England and Priestley's contempt for the selfishness of the upper classes in Edwardian Britain. With a sprinkling of poetry from across the ages to explore ideas about power and conflict, students will explore how viewpoints have changed through time and consider what Literature tells us about the world in which we live.



Students will need to develop analytical skills in order to succeed in English Literature. Set texts will need to be read, understood and their key ideas analysed in detail. Students will need to be able to infer meaning from key quotations and explore how writers have used language to present their views.

**Assessment:** There are two examinations **which will both be taken at the end of Year 10.**

#### **Paper 1 (1 hr 45 mins) – Shakespeare and the 19<sup>th</sup> Century Novel (40% of the final grade)**

In their study of set texts, students will read one Shakespeare play (Romeo and Juliet) and one 19<sup>th</sup> century novel (A Christmas Carol) in detail. They will explore the methods used by the writers to convey ideas. In the two questions in the exam, they will be asked to respond in detail to an extract from each text and then to write about the texts as a whole.

#### **Paper 2 (2 hrs 15 mins) – Modern texts and Poetry (60% of the final grade)**

Students will study a modern prose or drama text (An Inspector Calls) and an anthology of poetry (on the theme of Power and Conflict). There are four questions in the exam:

1. A choice of two questions on An Inspector Calls (30 marks + for SPaG)
2. A comparative question on the poetry anthology (one poem is printed in the paper, 30 marks)
3. A question on an unseen poem (24 marks)
4. A comparative question on the unseen poem in question 3, and a further unseen poem (8 marks)

### Why this subject is important and possible careers:



English Literature is not just about writing essays on Shakespeare. Whilst this course provides the perfect platform to study English at A Level and university, it also provides students with vital skills such as being able to write at length, think critically, structure an argument and use evidence to support your ideas. Careers directly linked to this subject include: author; journalist; teacher and all those listed under English Language.

To find out more watch this video or scan the QR code using your phone's camera below (7:47): <https://youtu.be/WtpSKhuRHxE>

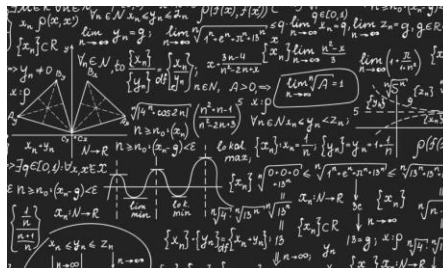


# Mathematics: Edexcel GCSE (9-1)

## Course content:

Students will continue to study a variety of topics from the six areas of Mathematics:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics



Resilience, determination and enthusiasm will underpin students' success at maths. Students have already begun to develop the following skills that will be further honed throughout the GCSE course. They will:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### Assessment:

There are three examination papers at the end of Year 11. Each lasts for 1 hour 30 minutes and is worth 80 marks. The first paper is a non-calculator paper and the subsequent two papers are calculator papers. The final grade is calculated as the total of the three papers, equally weighted, out of 240.

### Why this subject is important and possible careers:

Mathematics GCSE is required by nearly all colleges, employers and universities and designed in such a way to ensure students are equipped – not just to be numerate - but also understand numbers and problems surround us every day. Careers linked directly to maths include: accountant/actuary, business analyst, architect, computer scientist, engineer, videogame designer, roller coaster design, forensic pathologist, programmer, construction, maths teacher, scientist, lawyer, statistician, meteorologist.

To find out more watch this video or scan the QR code using your phone's camera below (4:21):

<https://youtu.be/cCoLOfKcYpQ>



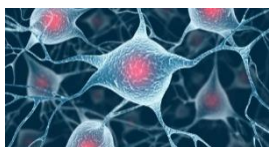
# Combined Science: Pearson Edexcel GCSE (9-1)

Foundation Tier (5-1) or Higher Tier (9-4)

## Course content:

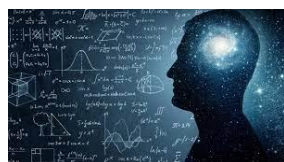
This is the standard Science pathway and it will be suitable for all students, including those who may want to study it at a higher level. Students will study units of work that cover all three Science disciplines (Biology, Chemistry and Physics). This course will lead to two GCSEs. This course encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do. There are 18 core practicals across the three disciplines. The main skill areas that students will develop by studying the separate sciences are:

1. Development of scientific thinking;
2. Experimental skills and strategies;
3. Analysis and evaluation;
4. Scientific vocabulary,
5. Quantities, units, symbols and nomenclature.



Biology will include topics such as key concepts in biology: cells and control; genetics; natural selection and genetic modification; health, disease and the development of medicines; plant structures and their functions; animal coordination, control and homeostasis; exchange and transport in animals; ecosystems and material cycles.

Chemistry will include topics such as formulae, equations and hazards; key concepts in chemistry; states of matter and mixtures; chemical change; extracting metals and equilibria; groups in the periodic table; rates of reaction and energy changes; fuels and earth science.



Physics will include topics such as key concepts in physics; motion and forces; conservation of energy; waves; light and the electromagnetic spectrum; radioactivity; energy – forces doing work; forces and their effects; electricity and circuits; magnetism and the motor effect; electromagnetic induction; particle model; forces and matter.

**Assessment:** This course will be assessed by six exams at the end of Year 11. They are all 1 hour and 10 minutes long and each subject is worth a third of the total marks. Two papers will cover the Biology content, two the Chemistry and two the Physics. The grades in Combined Science are based on the total mark across the six papers.

Students receive two grades, so for example a 5-6, which would be half way between a 5-5 and a 6-6. Students will either sit the foundation tier papers (Grades 1-1 to 5-5) or the higher tier papers (Grades 4-3 to 9-9). Students wishing to study Science at A Level would usually be expected to gain 6-6 in Combined Science.

## Why this subject is important and possible careers:

Students can progress from this course to A level Sciences (with the appropriate grades), or to other level 2 or 3 courses. There is a huge range of jobs that could follow from studying science including crime scene investigator, doctor, teacher, forester, architect, veterinary nurse, radiographer, police officer, mechanic, electrician, hydrologist and rocket scientist. The list is almost endless!

To find out more watch this video or scan the QR code using your phone's camera below (4:01):

<https://youtu.be/1F940OH4do4>



## Geography: AQA GCSE (9-1)

### Course content:

#### Students will study three units as follows:



#### 1. Living with the Physical Environment

- The challenge of natural hazards, including tropical storms, flooding and climate change.
- The living world, including rainforests and hot environments.
- Physical landscapes in the UK, including coasts and rivers.

#### 2. Challenges in the human environment

- Urban issues and challenges, including a case study of Bristol.
- The changing economic world.
- The challenge of resources management, including energy.

#### 3. Geographical applications

Students will carry out fieldwork and apply their findings to an exam paper that will also assess their geographical skills. During the course students will also develop a range of skills:

- Using maths skills to interpret data
- Map skills
- Defining key geographical terms
- Describing and explaining key concepts, features and processes
- Comparing different concepts, features and processes explaining similarities, differences and interrelationships
- Evaluating statements, explaining arguments for and against and making a judgment

**Assessment:** The course is assessed by three exam papers at the end of Year 11. The papers include shorter questions that require mathematical or scientific skills and questions that require extended written answers.

**Paper 1:** Living with the Physical Environment, 35% of final grade, 1hr 30mins.

**Paper 2:** Challenges in the Human Environment, 35% of final grade, 1hr 30mins.

**Paper 3:** Geographical Applications, 30% of final grade, 1hr 15mins.

### Why this subject is important and possible careers:

Colleges, universities and employers see Geography as an academic subject that gives students a good grounding in skills such as interpreting data, understanding of the physical world, explaining processes and evaluating issues. In particular, students have gone on to pursue these career routes: town planner; flood defence engineer; environmentalist; geologist; oceanographer; land surveyor; transport manager; civil servant; teacher; pilot; risk management and market researcher.

To find out more watch this video or scan the QR code using your phone's camera below:

<https://www.youtube.com/watch?v=FhC-8LFvEHw>



# History: AQA GCSE (9 -1)

## Course content:



### 1. **Britain: Power and the People, c.1170 – the present day**

This unit covers the story of power throughout the last 850 years of British history. Students will explore themes such as how people have campaigned for rights, why people have organised protests and how democracy has developed. Students will investigate:

- Power in the Medieval Period, including Magna Carta, Simon de Montfort and the Peasant's Revolt.
- Power in the Tudor and Stuart Periods, including the Pilgrimage of Grace and the English Revolution.
- Power in the Industrial Period, including the Chartism, the Anti-Slavery Movement, factory and social reformers, and trade unionism.
- Power in the Twentieth Century, including campaigns for equality and rights for workers, women and ethnic minorities.

### 2. **Conflict and Tension, 1918 – 1939**

This unit explores the effects of the First World War and the causes of the Second World War. Including:

- Peacekeeping after the First World War, including the Treaty of Versailles.
- The League of Nations in the 1920s and 1930s
- The origins and outbreak of the Second World War, including Hitler's foreign policy.

### 3. **Germany, 1890 – 1945: Democracy and Dictatorship**

This unit explores life in Germany during the above years. Students will investigate:

- Kaiser Wilhelm II's Germany, 1890 – 1918
- The Weimar Republic, 1919 – 1928
- The Depression and the rise of the Nazis, 1929 – 1933
- Nazi Germany, 1933 – 1945



### 4. **Norman England, 1066 – 1100**

This unit explores the Norman conquest and how the Normans changed England. Students will investigate:

- The Norman conquest and how they established control of England
- The Norman Church and Monasticism

**Assessment:** The course is assessed by two exam papers at the end of Year 11. All questions on the paper require extended writing, ranging from one paragraph to four paragraphs.

**Paper 1:** 50% of final grade, 2 hours. Conflict and Tension and Germany.

**Paper 2:** 50% of final grade, 2 hours. Power and the People and Norman England.

**Why this subject is important and possible careers:** Colleges, universities and employers see History as an academic subject that gives students a good grounding in skills such as research, writing, forming an enquiry, analysing sources and making judgments. GCSE History therefore gives a good grounding for a wide range of future jobs. In particular, students have gone on to pursue these careers: lawyer; solicitor; journalist; historian; teacher; author; broadcaster; politician; civil servant; police officer; detective; researcher; librarian; curator.

To find out more watch this video or scan the QR code using your phone's camera below:(5:15):

[https://www.youtube.com/watch?v=1L214ynh\\_IQ](https://www.youtube.com/watch?v=1L214ynh_IQ)





# French or Spanish: AQA GCSE

## Foundation Tier (5-1) or Higher Tier (9-4)

### Course content:

These courses both cover three main themes:

1. Theme 1: Identity & Culture
2. Theme 2: Local, National, International & Global Areas of Interest
3. Theme 3: Education & Future Plans

Students will have tried both French and Spanish at different points during Years 7 and 8 and will continue with the language they are currently doing in Year 8. During the course, students will build on their vocabulary acquisition from KS3 and expand their grammatical knowledge to be able to understand, communicate and express opinions across a range of topics using a variety of different tenses. We will also explore various aspects of the culture of the country whose language we are studying, including celebrating significant festivals, watching target language films and exploring some authentic text resources such as poems, novels and news articles.



### Why studying languages is important and possible careers:

Being able to speak another language is immensely rewarding and opens up the world for our students. In today's increasingly interconnected and interdependent world, proficiency in other languages is a vital skill that gives you the opportunity to engage with the world in a more immediate and meaningful way, whether in your community or thousands of miles away, whilst also better preparing you to compete and succeed in the global economy. Careers involving languages can include: translator; interpreter; academic researcher, secondary school teacher; primary school teacher; broadcast journalist; diplomatic service office; international aid / development worker; logistics and distribution manager; marketing executive; private tutor; tour manager; flight attendant and pilot, as well as many apprenticeships.



To find out more watch this video or scan the QR code using your phone's camera below:  
<https://youtu.be/knGRHIEIzml>



**Assessment:**

Assessments follow the same structure in both courses. Students will be assessed across four key skills for communication: Listening, Speaking, Reading & Writing with four exams at the end of Year 11.

The **speaking exam on both tiers** takes place with the student's normal class teacher and involve preparation time for describing a photo and preparing for a role-play. Students then present the photo, take part in the role-play and finally have a short conversation with the teacher on 2 of the themes (one chosen by the student, the other randomly allocated).

	<b>Foundation Tier</b>	<b>Higher Tier</b>
<b>Listening</b>	<p>35 minutes (including five minutes to read through the questions).</p> <p>This exam is mostly multiple choice with a few written answers of single words or very short sentences. The written answers are mostly in English, with 4/40 of the required marks being single words in Spanish.</p>	<p>45 minutes (including five minutes to read through the questions).</p> <p>This exam covers both multiple choice and written answers to questions having listened to the Spanish. The written answers are short, sentence level and can be in both English and Spanish.</p>
<b>Reading</b>	<p>45 minutes</p> <p>This exam covers mostly multiple choice answers. Answers are written in English in Section A and in Spanish in Section B. There is also a translation activity (five sentences) from Spanish to English.</p>	<p>1 hour</p> <p>This exam covers both multiple choice and sentence level answers. Answers are written in English in Section A and in Spanish in Section B. There is also a translation activity (full paragraph) from Spanish to English.</p>
<b>Writing</b>	<p>1 hour and covers four sections.</p> <p>Students write four simple sentences to describe a photo, they are then expected to write a short paragraph of about 40 words covering four bullet points. Students are further expected to write a 90 word response to a question covering four bullet points (from a choice of two). A further translation is required in the writing paper from English to Spanish (five sentences).</p>	<p>1 hour 15 minutes and covers three sections.</p> <p>Students are expected to write a 90 word response to a question covering four bullet points and a further 150 word response to a question covering 2 bullet points. A further translation is required in the writing paper from English to Spanish (full paragraph).</p>



## Core PE

**Course content:** All students in Years 9-11 will continue to receive PE lessons which do not form part of a qualification. For students taking PE GCSE or Sports Studies, Core PE lessons are addition to the practical lessons you will have in these subjects. Students of all abilities and skill sets can thrive in core PE. We believe everyone can benefit from experiencing exercise in a variety of different sports and activities whilst learning key information in order to lead a health and active lifestyle. Possible sports/ activities covered: Possible sports/ activities covered: Athletics, Badminton, Basketball, Boxercise, Clubbercise, CrossFit, Dance, Dodgeball, Fitness, Football, Futsal, Handball, Netball, Olympic Weightlifting, Pilates, Rounders, Rugby, Table Tennis, Ultimate Frisbee, Volleyball, Yoga and Zumba.

### 1. Physical Me – Developing Performance & Physical Literacy. Students will:

- Have the opportunity to experience a balanced and varied curriculum allowing students to participate in a wide variety of activities covering invasion, racket, striking and fielding, aesthetics and athletics.
- Develop the ability to perform advanced techniques to a high standard in practice and competition and can demonstrate fluency and control regardless of the situation, regularly outwitting opponents.
- Develop the ability to have a big influence on the outcome of competitive situations and are able to develop skills in different scenarios, individually, as pairs and in groups or teams.
- Develop their physical literacy and a lifelong love of sports and physical exercise.

### 2. Thinking Me – Developing Analytical, Evaluation and Decision Making Skills. Students will:

- Learn to accurately analyse and evaluate their performance leading to well informed decisions on how to improve.
- Develop strong knowledge of tactics and strategies to outwit opponents.
- Develop their decision making during competitive situations as a performer, manager and official.
- Develop their ability to evaluate justify and make decisions in a practical and theoretical context.
- Apply their mathematical knowledge to their understanding of PE, incl. measuring, timing, estimating and analysing data.

### 3. Healthy Me – Developing Personal Health and Activity Levels. Students will:

- Develop an understanding of the principles of training and how to exercise safely.
- Develop an understanding of the wide range of fitness components and can apply them to a variety of sporting activities.
- Develop a strong understanding of what a healthy active lifestyles is and how I can achieve it
- Make positive informed choices around their health, well-being and diet.
- Develop an understanding of the benefits of a healthy diet and physical activity to mental and physical well-being.
- Develop their understanding on the different methods of training.
- Develop an understanding of anatomy and physiology and the impact of exercise on the body.
- Develop an understanding of sport psychology and how it impacts performance.
- Develop an understanding on the importance of sportsmanship, etiquette and target setting.

### 4. Social Me – Developing communication, leadership and resilience. Students will:

- Take a leading role in showing knowledge, organisation and communicating.
- Regularly help others during lessons.
- Confidently attempt challenging questions.
- Understand that if they keep trying then they will improve.
- Develop their leadership, independence and teamwork skills through sport, physical activity and movement.
- Have the opportunity to represent their school, house and community.

# Life to the Full

## Course content:

In Year 10, students will be studying modules on:

- Healthy Relationships and Sex Education
- Careers
- Mental Health
- Bereavement and the Afterlife
- Multiculturalism and radicalisation
- War and peace.



In Year 11, students will be studying modules on:

- Racism
- Relationships and Sex education
- How to be an adult
- Buddhism
- Revision and study skills

## Why this subject is important and possible careers:

Taking part in Life to the Full lessons develops essential skills and attitudes to life, including being open minded, empathetic, curious, respectful and an analytical, tolerant and active listener.

Due to the skills this subject gives you it links to a wide variety of jobs: human resources, policy making or public services are some sectors that would be particularly connected. However, whatever job sector you go into, the beauty of this subject is it contains all those skills other subjects don't teach you: budgeting, healthy relationships, mental health tools, applying for jobs, developing your opinion and discovering who you are as a person and what you believe in.



To find out more watch this video or scan the QR code using your phone's camera below (5:01):

[https://youtu.be/7Bc\\_XGqItWg](https://youtu.be/7Bc_XGqItWg)





# Option subjects



## Statistics & AQA Level 2 Further Mathematics: Edexcel GCSE (9-1) and Level 2 Certificate (9-4)

This option is open to high achievers in Mathematics. There is a Further Maths assessment which determines the viability of students accessing this course, which is carried out in Maths lessons during the Spring Term.

### Course content:

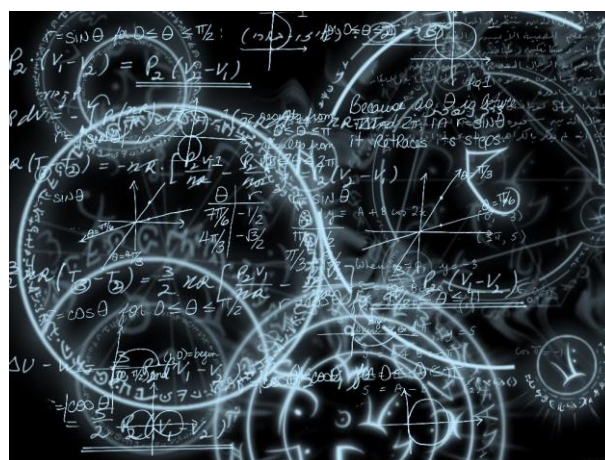
Further Maths is a bridging qualification designed to help the transition between GCSE and A-Level Mathematics. The topics include some of the more challenging GCSE topics as well as work on Matrices, Trigonometric Identities and an introduction to calculus. Statistics will teach a number of the Handling Data topics taught in the Maths GCSE syllabus, as well as a number of topics which will be helpful as you investigate statistics further (such as variance, standard deviations, and Spearman's rank correlation coefficient). Topics are detailed below.

### Statistics

- The collection of data
- Processing, representing and analysing voc
- Probability

### Further Mathematics

- Number
- Algebra
- Coordinate Geometry (2 dimensions only)
- Calculus
- Matrix Transformations
- Geometry



### Why this subject is important and possible careers:

**Assessment:** The Statistics GCSE will be assessed at the end of either year 9 or 10 and is made up of two evenly weighted exam papers that focus on the same content and skills. Each exam paper is 1 hour and 30 minutes long, is out of 80 marks, and a calculator is permitted.

Further Mathematics is assessed at the end of Year 11 through two evenly weighted exam papers that focus on the same content and skills. Each exam paper is 1 hour and 45 minutes and is out of 80 marks.

- Paper 1 is non-calculator
- Paper 2 is a calculator paper.

This qualification greatly eases access to A-Level Maths and opens many doors to future careers in accountancy, computing, engineering, financial services, meteorology and all the sciences.

To find out more watch this video or scan the QR code using your phone's camera below:

<https://youtu.be/AA0XVS1SWWg>





## Art & Design, 3D Design: AQA GCSE (9-1)



### Course content:

Three-dimensional design is defined as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. The aim of the Three-Dimensional Design GCSE is to develop your skills so you are: a confident designer and maker, have the courage to try new things, use intuition as well as logic to make decisions and produce ideas, are expressive and willing to share what you feel and think, have a need to find solutions to challenging problems and are willing to test new ideas. Lessons will be creative, experimental, practical, progressive and support and challenge students in equal measure. Primarily, our ambition is to educate you in the world of design, construction and product development through exploring and being creative with a wide variety of materials and techniques, encouraging you to take risks and put pencil to paper.

In Years 10 and 11 students have opportunities to access a wider variety of practical skills including ceramics, jewellery construction and techniques and architecture. At the beginning of Year 10 students undertake an Introductory and Development Phase where they explore the three starting points - 'Architectural Design', 'Natural Forms' and 'Tiles'. The remainder of the year and moving into Year 11 focuses primarily on student portfolios and the opportunity to examine a starting point in greater detail.

## Art & Design, Art: AQA GCSE (9-1)

### Course content:

The focus in GCSE Art & Design is on developing and increasing your skills, knowledge and understanding of meeting the four assessment objectives introduced in KS3. You will be taught how to creatively respond to given themes, whilst also spending time exploring how you can use elements of photography and textiles to give further impact and expression within your art work. The course allows you the chance to experiment and experience a series of workshops where various processes, techniques and procedures are practised and explored to build up the necessary skills and understanding for the GCSE. We will study a range of artists and explore how their work reflects and questions the social and historical contexts in which they live(d) and work(ed). Year 10 are currently examining the work of Otto Dix, for example. Studying artists in this way will help you create your own portfolio of work using a wide range of media and analytical skills.

In order to be successful in this course, you must be keen to develop your visual skills creatively, enthusiastically and imaginatively. You need to be able to sustain in-depth investigations with materials and contexts and be highly motivated, taking a keen interest in extending your studies outside of the lesson time. You must be willing to experiment and take risks in your work, reviewing your progress and making improvements when necessary and have a total commitment to and a love of the subject.



To find out more watch this video or scan the QR code using your phone's camera below: <https://youtu.be/H-q1mCLGKhU>



## Art & Design, Photography: AQA GCSE (9-1)

**Course content:** The focus in GCSE Photography is on developing and increasing your skills, knowledge and understanding of meeting the four assessment objectives. You will be taught how to creatively respond to given themes, whilst also spending time exploring how you can use elements of photography to give further impact and expression within your own photographs. The course allows



you the chance to experiment and experience a series of workshops where various processes, techniques and procedures are practised and explored to build up the necessary skills and understanding for the GCSE. You will learn how to set up and execute a successful photoshoot, compose powerful and meaningful photographs, by using light, shade and space effectively and also spend time in the 'post production' phase, experimenting with techniques using Photoshop. You will learn how to use equipment safely and creatively as well as develop a range of technical skills.

In order to be successful in this course, you must be keen to develop your visual skills creatively, enthusiastically and imaginatively. You need to be able to sustain in-depth investigations with materials and contexts and be highly motivated, taking a keen interest in extending your studies outside of the lesson time. You must be willing to experiment and take risks in your work, reviewing your progress and making improvements when necessary and have a total commitment to and a love of the subject.

### Assessment:

Assessment in all three of these option subjects follows the same structure. All work produced will focus on and reflect the four Assessment Objectives:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 – Refine ideas by exploring ideas, selecting and experimenting with appropriate media, materials, techniques & processes.
- AO3 – Record ideas through observations and insights relevant to intentions as work progresses.
- AO4 – Present ideas through a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

There are two components:

- Component 1 (60%): Personal Portfolio, internally set and marked; assessed via controlled assessment.
- Component 2 (40%): Externally set assignment exam (10 hours) with an externally set theme and internally marked.

**Why these subjects are important and possible careers:** All these subjects help you develop a range of skills you can take forward into post-16 education and beyond:

- A thorough working knowledge of the materials, practices and technology of different art disciplines
- How to analyse and experiment, think in-depth, critically and creatively
- How to successfully and creatively move your ideas forward.
- The ability to express your ideas and thoughts in both visually and verbally

**Careers originating from these courses include:** artist; photographer; graphic designer; craft designer; product designer, user experience designers (UX), motion graphic designer; fashion designer; interior designer; animator; illustrator; art auctioneer; gallery & museum curator; front end designer; teacher; art therapist; architect; jewellery designer/maker; sculptor; exhibition designer.

To find out more watch this video or scan the QR code using your phone's camera below:

<https://youtu.be/CkW2Z9T2-Yg>



# Computer Science: Edexcel 1CP2

## Course content:

Students will study a range of topics across two components and will have at least one dedicated practical programming lesson every week.

### Paper 1: Principles of Computer Science

- Topic 1: Computational thinking
- Topic 2: Data
- Topic 3: Computers
- Topic 4: Networks
- Topic 5: Issues and impact



### Paper 2: Application of Computational Thinking

This paper will assess Topic 6: Problem solving with programming.

The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs.

This is an academically rigorous qualification which enables students to:

- Understand the impacts of digital technology to the individual and to wider society
- Understand the components (hardware and software) that make up a computer, and how they communicate with one another and with other systems
- Learn how computers are used to represent numbers (binary and hex), text, sounds and images
- Understand and apply the concepts of Computational Thinking, including abstraction, decomposition, logic and algorithms
- Analyse problems through practical experience, including designing solutions, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Engage with computers in the real world

### Assessment:

This course is 100% externally examined, split between the two papers outlined above and taken at the end of Year 11.

Paper 1 is comprised of five compulsory questions, each one focused on one of the topic areas.

Paper 2 is a practical paper that requires students to design, write, test and refine programs in order to solve programs. Students will complete this assessment onscreen using the Python Language and the Thonny IDE

**Why this subject is important and possible careers:** If you take a GCSE in Computer Science and then go on to study Computer Science at A-level or university, you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there is already a growing demand for professionals who are qualified in this field. This GCSE is very highly regarded and will be useful to you, whatever career you eventually embark upon.

To find out more watch this video or scan the QR code using your phone's camera below:

<https://youtu.be/7sckiK3kk6k>





# Vocational ICT: WJEC/CBAC

## Course content:

Students will study a range of topics across two components and to be successful students must be passionate about technology, enjoy solving problems, be curious about all things digital, and want to learn some fantastic new skills.

### Unit 1: ICT in Society

#### You will:

- Explore the wide range of uses of hardware, application and specialist software in society
- Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.



### Unit 2: ICT in Context

- Gain a working knowledge of databases, spreadsheets, automated documents and images
- Learn to apply your knowledge and understanding to solve problems in vocational settings.

### WHAT SKILLS WILL I DEVELOP?

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

- Communication
- Coping with rapid changes in technology
- Critical thinking
- Designing, programming, testing and evaluating software systems
- Learning independently
- Numeracy and data handling
- Problem solving
- Research
- Taking on responsibility
- Time management.

### Assessment:

You will be assessed through a mixture of exams and controlled assessments.

Unit 1 will be assessed through an exam which is worth **40%** of your qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions.

Unit 2 will be assessed with project work (no exam) which is worth **60%** of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks.

### Why this subject is important and possible careers:

The ICT industry offers a wide range of exciting opportunities which include:

- Data analyst
- Digital content producer
- Systems engineer
- Web marketing manager

To find out more watch this video or scan the QR code using your phone's camera below:

<https://youtu.be/JmeZy6xPoM8>



## Performing Arts: Dance, BTEC Tech Award Level 1/2 (D\*2)

### Course content:

Students will study three components. In order to be successful in this course, you must have an enjoyment of dance and performing in front of an audience. You will have the opportunity to:

- Develop physical fitness, stamina and perseverance
- Increase your motivation and discipline
- Develop communication and interpersonal skills
- Demonstrate your creativity
- Build resilience
- Increase your confidence and self-belief.



The three components are as follows:

### Component 1 - Exploring the Performing Arts.

We will examine professional performance material, influences, creative outcomes and purpose. You will examine live and/or recorded performances in at least three different styles in order to develop your understanding of professional performing arts work in dance with reference to influences, outcomes and purpose. You will gain a practical appreciation of professional work by exploring existing performance material dance. You will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities such as European and North American styles, African styles, Asian styles, Latin American styles. Students will participate as a performer and/or designer and explore and participate in workshops and classes to develop their knowledge and understanding of the relationships between processes, techniques and approaches that contribute to a dance repertoire.

### Component 2 - Developing Skills and techniques in the Performing Arts.

Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a dance, and develop skills and techniques for rehearsal and performance. You will apply new skills review your own development and performance.

### Component 3 - Responding to a Brief

You will be given a brief that outlines the performance and design requirements of a specific dance. The brief will ask you to consider your target audience and to start the creative process by using the stimulus provided. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience through dance.

### Why this subject is important and possible careers:

The skills developed in this course are wide-ranging and transferable to many post-16 courses and careers. Specific dance-related careers include: dance teacher; choreographer; arts administration for a dance company or theatre; yoga or Pilates instructor; marketing for dancers; dance photographer or videographer; costume or clothing designer; physical therapist or dance medicine specialist.

To find out more watch this video or scan the QR code using your phone's camera below:

<https://youtu.be/4L67sK7yj0k>



## Performing Arts: Drama, BTEC Tech Award Level 1/2 (D\*2)

This is a dynamic, exciting and rigorous course that will engage you through encouraging creativity. It focuses on practical work that reflects twenty-first century theatre practice, and develops skills that will support progression to further study of drama and a wide range of other subjects. It is assessed through both practical and written coursework/drama logs.

Drama focuses on the Five Cs:

1. Communication - exploring at verbal and non-verbal communication
2. Creativity - looking at the 'magical' way in which we as human beings create
3. Collaboration - time is spent building respect in the group
4. Confidence - drama is run on respect rules and a supportive 'culture' so that students develop a positive energy from each other so they are able to grow in confidence and become 'braver' people and 'braver' drama practitioners.
5. Concentration - this is something we all find tricky at times, and yet it is fundamental to achieve things in all aspects of life.



### Component 1 - Exploring the Performing Arts.

Students will examine live and/or recorded performances in at least three different styles in order to develop their understanding of professional performing arts work in acting, with reference to influences, outcomes and purpose. You will gain a practical appreciation of professional work by exploring existing performance material in acting. You will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities, such as absurd, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim. Students will participate as a performer and/or designer and explore and participate in workshops and classes to develop their knowledge and understanding of the relationships between processes, techniques and approaches that contribute to an acting repertoire.

### Component 2 - Developing Skills and techniques in the Performing Arts.

Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. In this component, you will communicate intentions to an audience through drama, and develop skills and techniques for rehearsal and performance. You will apply new skills review your own development and performance as well as gaining physical, interpretative, vocal and rehearsal skills.

### Component 3 - Responding to a Brief

You will be given a brief that outlines the performance and design requirements of a specific piece of drama. The brief will ask you to consider your target audience and to start the creative process by using the stimulus provided. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience through drama.

### Why this subject is important and possible careers:

The skills developed in this course are wide-ranging and transferable to many post-16 courses and careers. Specific drama-related careers include: prop maker / designer, make-up artist, circus performer, choreographer, video editor, camera operator, audio visual technician, drama teacher, costume designer, actor, director, broadcast journalist and radio and TV presenting.

### Assessment

Both of these qualifications have a similar assessment structure (2 x coursework units and 1 x exam unit) as follows:

- **Component 1 - Exploring the Performing Arts.** This is non-exam internal assessment (coursework), marked by the centre (school) and moderated by Pearson Edexcel. The assignment will be completed in approximately 12 hours of supervised assessment and is worth 60 marks.
- **Component 2 - Developing Skills and Techniques in the Performing Arts.** This is non-exam internal assessment (coursework), marked by the centre (school) and moderated by Pearson Edexcel. The assignment will be completed in approximately 12 hours of supervised assessment and is worth 60 marks.
- **Component 3 Responding to a Brief.** Learners will be given the set task in January of Year 11, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance (**whether that be drama-based or dance-based**). The set task will be completed in 3 hours within the period timetabled by Pearson Edexcel and is worth 60 marks.



To find out more watch this video or scan the QR code using your phone's camera below:

<https://youtu.be/euJAt4CdnVM>



## Music Practice: Pearson Edexcel Tech Award Level 1/2 (D\*2)

### Course content:

Music is both a highly academic and highly creative subject. You should be passionate about learning an instrument or singing, and open to writing your own music and performing in front of others. You will be expected to perform in front of others and take part in extracurricular activities to support music at St Luke's. The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the music sector, and specialist skills such as applying musical knowledge to music performance, music creation and music production at Levels 1 and 2.

### What you will learn:

- You will develop knowledge and understanding of styles and genres of music.
- Explore techniques used to create music products.
- Explore professional and commercial skills for the music industry.
- Apply and develop individual musical skills and techniques.
- Perform stylistically accurate cover versions.
- Create original music using existing stylistic frameworks and traits.



### How you will learn:

- Through focused listening and music-making activities, you will explore a variety of musical styles and understand the key stylistic features of different genres of music. You will apply these stylistic features to performance, composition and music production activities. Through a combination of practical and taught sessions you will investigate how music from a variety of genres is performed, created and produced.
- You will explore personal and professional techniques for musicians and how musicians share their music with others. You will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. You will participate in workshops and sessions to identify and develop musical skills and techniques in music performance, when creating original music, and in music production.

### Assessment:

- **Component 1: Exploring Music Products and Styles.** This is a non-exam internal assessment set by Pearson Edexcel, marked by the centre (school) and moderated by Pearson Edexcel. The assignment will be completed in approximately 12 hours of supervised assessment and is worth 60 marks, 30% of the qualification.
- **Component 2: Music Skills Development.** This is a non-exam internal assessment set by Pearson Edexcel, marked by the centre (school) and moderated by Pearson Edexcel. The assignment will be completed in approximately 12 hours of supervised assessment and is worth 60 marks, 30% of the qualification...
- **Component 3: Responding to a Music Brief** is a synoptic unit, which means you will need to apply musical skills and techniques in response to a brief to produce a music product. The exam is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. It is worth 40% of the final grade.

### Why this subject is important and possible careers:

The music industry is a vibrant, exciting and highly competitive industry that contributed £5.2 billion to the UK economy in 2019 and generated a further £2.7 billion in export revenue. The music industry is constantly evolving and offers many different and exciting new work opportunities. The BTEC Music Qualification could lead to a career in performance, recording, music production, music business, band management, music journalism, music therapy, teaching and many more careers.

To find out more watch this video or scan the QR code using your phone's camera below  
(9:06): <https://youtu.be/fOzJqMSktaA>





## Health and Social Care: Edexcel BTEC Tech Award Level 1/2 (D\*2)

To be successful on this course, students will need to apply themselves both intellectually and practically as we complete assignments, exam content and put learning in to practice when visiting different care sectors such as care homes. Additional skills and qualities needed are organisation, commitment and determination to achieve the most from this course as possible. You will study three components:



**Component 1 – Human Lifespan Development (assignment based):** Students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

- Learning Aim A: Understand human growth and development across life stages and the factors that affect it.
- Learning Aim B: Investigate how individuals deal with life events.

**Component 2 – Health and Social Care Services and Values (assignment based):** Students study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

- Learning Aim A: Understand the different types of health and social care services and barriers to accessing them.
- Learning Aim B: Demonstrate care values and review own practice.

**Component 3 – Health and Wellbeing (two-hour exam):**

In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes. This externally examined component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2.

### Assessment:

- Component 1 – Human Lifespan Development – two assignments (30% towards overall grade)
- Component 2 – Health and Social Care Services and Values – two assignments (30% towards overall grade)
- Component 3 – Health and Wellbeing - External exam – two hours (40% towards overall grade)

Students complete their assignments during lesson time and submit them on deadline dates. Your teacher will then check your assignment and return it to you. You then have 15 days to make any changes and resubmit it to receive your final grade.

### Why this subject is important and possible careers:

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study.

To find out more watch this video or scan the QR code using your phone's camera below:

<https://www.youtube.com/watch?v=Wmq6WYmUIFM>



# Hospitality and Catering: WJEC Level 1/2 Vocational Award (D\*2)

## Course content:

The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes. You will need a strong interest in food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.



The course consists of two units:

- **Unit 1 - Hospitality and Catering Industry:** You will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector
- **Unit 2 - Hospitality and Catering in Action:** You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

## Assessment:

Unit 1- The Hospitality and Catering Industry is assessed through a written 1 hour and 30 minute examination and is worth 40% of qualification. It includes a range of question types and can be taken in Year 10 and/or year 11.

Unit 2 - Hospitality and Catering in Action is assessed through a non-examination assessment task (NEA / coursework) which will be completed in nine hours under controlled conditions, marked by your teacher and externally moderated by WJEC. Task 1 comprises written coursework assignments and Task 2 is your 4 hour practical food preparation exam. This assessment will allow you to showcase the food preparation skills you have developed through your practical lessons. It is worth 60% of qualification.

## Why this subject is important and possible careers:

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. It is especially high here in the south-west. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. Careers can include: chef; counter service assistant; waiting staff; restaurant manager; catering manager; food manufacturing inspector.

To find out more watch this video or scan the QR code using your phone's camera below: <https://youtu.be/nbZ8hJu3ols>



## Physical Education: AQA GCSE (9-1)

### Course content:

In order to be successful in this course, you will need to be a competitive performer in multiple sports, have an interest in sport science, the human body and performance. You will need a high achiever in both English and Science. You should also be involved in competitive sport at a minimum of club level outside of school. Students will be considered on a case-by-case basis considering circumstances of outstanding practical performance in multiple areas.

There are seven units:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Sports psychology
5. Socio-cultural influences
6. Health, fitness and well-being
7. Use of data



### Assessment:

#### 60% External Written Exam Breakdown:

- **Paper 1, 1 hr 15 mins: The human body and movement in physical activity** (Units 1-4 above), worth 30% of the overall grade. The paper includes a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.
- **Paper 2, 1 hr 15 mins: Socio-cultural influences and well-being in physical activity and sport** (Units 4-7 above), worth 30% of the overall grade. The paper includes a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

#### 40% Non-exam assessment: Practical performance in physical activity and sport, comprising 10% written element and 30% practical task.

- You will be assessed on your practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- For each of your three activities, you will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- You will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

**Why this subject is important and possible careers:** This is a physically and academically demanding course which can lead to a range of post 16 courses, including A levels and vocational options, as well as Level 4 apprenticeships. It can also lead on to careers in as a sports scientist; PE teacher; physiotherapist; sports coach; sports policy director at local and national level; diet and fitness instructor; personal trainer; sports masseuse; sports analyst.

To find out more watch this video or scan the QR code using your phone's camera below:

<https://youtu.be/huWN8A-szp8>





# Sport Studies: OCR Cambridge National Level 1/2 Award / Certificate (D\*2)

## Course content:

The qualification will help you to develop learning and skills that can be used in other life and work situations, such as: completing research; working with others; planning training programmes; evaluating and making recommendations to help improve performance, creating and delivering presentations; writing reports; leadership skills; and healthy living and lifestyle skills. There are three units as follows:

- 1. Contemporary issues in sport:** In this unit, students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.
- 2. Performance and leadership in sports activities:** In this unit, students will learn how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, deliver and review safe and effective sporting activity sessions. You also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. You will also deal with rapidly changing conditions and situations.
- 3. Increasing awareness of outdoor and adventurous activities:** In this unit, students will learn how to find out information about what opportunities there are in their local area, as well as nationally in the UK, for all different types of activities. They will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep them safe.



## Assessment

- **Unit 1 – Contemporary issues in sport:** external written exam, 1 hour 15 minutes, worth 40% of the final grade
- **Unit 2 - Performance and leadership in sports activities:** task set by the school taking approximately 16 hours, worth 40% of the final grade
- **Unit 3 - Increasing awareness of outdoor and adventurous activities:** task set by the school taking approximately 8-10 hours, worth 20% of the final grade

**Why this subject is important and possible careers:** As well as the valuable skills described above, you will be successful and enjoy this course if you want an engaging qualification where you will use your learning in practical, real-life situations. This course will help you to develop independence and confidence in using skills that would be relevant to the exercise, physical activity, sport and health sector. Careers it could lead to include: PE teacher; sports coach; sports journalist; Sports Development Officer; sports policy director at local and national level; sports analyst; leisure centre/ gym manager; sports official; sports marketing director.

To find out more watch this video or scan the QR code using your phone's camera below:

<https://youtu.be/h8SZtPJ-9F8>



## Triple Science: made up three separate GCSEs

- **Biology Edexcel (9-1),**
- **Chemistry Edexcel (9-1)**
- **Physics Edexcel GCSE (9-1)**



This option is only available to students with very strong attainment in Science and Maths. Students should discuss their current suitability for the course with their Science teachers.

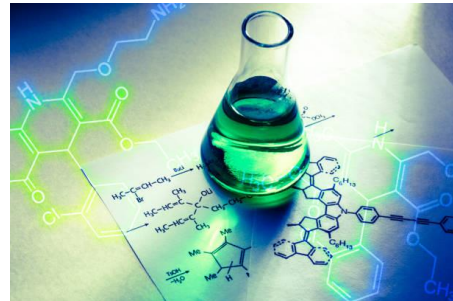
### Course content:

In Triple Science, you will study each of the three core sciences separately, enabling you to explore each subject in greater depth and range than Combined Science.

1. **Biology:** Uncover the wonders of life itself – from the intricate workings of cells to the complexities of ecosystems. Investigate genetics, evolution, and the intricate balance of living organisms.
2. **Chemistry:** Dive into the world of atoms, molecules, and reactions. Understand the properties of matter, explore the periodic table, and discover the applications of chemical principles in everyday life.
3. **Physics:** Grasp the fundamental principles that govern the universe. From the study of forces and motion to the exploration of electricity, magnetism, and the mysteries of the cosmos, physics offers a captivating journey into the nature of reality.

### Assessment:

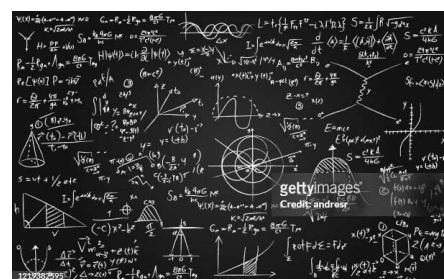
Assessment is similar to Combined Science through 6 externally assessed examinations, 2 each for Biology, Chemistry and Physics, which also covers practical assessment. The examinations are designed to test your understanding, application of knowledge, and analytical skills acquired throughout the course.



### Why this subject is important and possible careers:

Triple Science means immersing yourself in the study of three distinct but interconnected scientific disciplines. It opens doors to a myriad of career paths, including medicine, engineering, environmental science, and more. Triple Science not only deepens your understanding of the natural world but also hones critical thinking, problem-solving, and analytical skills that are valuable in any field.

To find out more watch this video or scan the QR code using your phone's camera below: <https://youtu.be/QEwexBv4V-s>



### Options Video Glossary

- Introduction of Options Process from Mr Evans:  
[https://youtu.be/rIXR\\_mF5TEw](https://youtu.be/rIXR_mF5TEw)



#### **Core Subjects:**

- English Lit (7:47): <https://youtu.be/WtpSKhuRHxE>



- English Lang (10:10): [https://youtu.be/SQ\\_j6BUDfmc](https://youtu.be/SQ_j6BUDfmc)



- Maths (4:21): <https://youtu.be/cCoLOfKcYpQ>



- Combined Science (4:01):  
<https://youtu.be/1F940OH4do4>



- Geography (9.54):  
<https://www.youtube.com/watch?v=FhC-8LFvEHw>



- French & Spanish (4:58):  
<https://youtu.be/knGRHIEIzml>



- Life to the Full (Core, not GCSE) (5:01):  
[https://youtu.be/7Bc\\_XGqItWg](https://youtu.be/7Bc_XGqItWg)



- History (4:30):  
<https://www.youtube.com/watch?v=a62ypjDc1eg>



**Optional GCSEs:**

- PE (4:33): <https://youtu.be/huWN8A-szp8>
- RPE (4:20):  
<https://www.youtube.com/watch?v=RgzlvFDOOF4>
- Triple Science (3:39): <https://youtu.be/QEwexBv4V-s>
- Computer Science (11:10):  
<https://youtu.be/7sckiK3kk6k>

**Optional Vocational Courses:**

- Vocational ICT (4.42): <https://youtu.be/JmeZy6xPoM8>
- Music (9:06): <https://youtu.be/fOzJqMSktaA>
- Health and Social Care (5:13):  
<https://youtu.be/Wmq6WYmUJFM>
- Sports Studies (6:05): <https://youtu.be/h8SZtPJ-9F8>
- Statistics and Further Maths (4:06):  
<https://youtu.be/AAOXVS1SWWg>



- Performing Arts – Drama (11:26):  
<https://youtu.be/euJAt4CdnVM>



- Performing Arts – Dance (5:05):  
<https://youtu.be/4L67sK7yj0k>



- Art and Design – 3D Design:  
<https://youtu.be/H-q1mCLGKhU>



- Art and Design – Photography and Fine Art (5:31):  
<https://youtu.be/CkW2Z9T2-Yg>



- Hospitality and Catering (5:07):  
<https://youtu.be/nbZ8hJu3ols>



#### Head of Department Contact Information

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