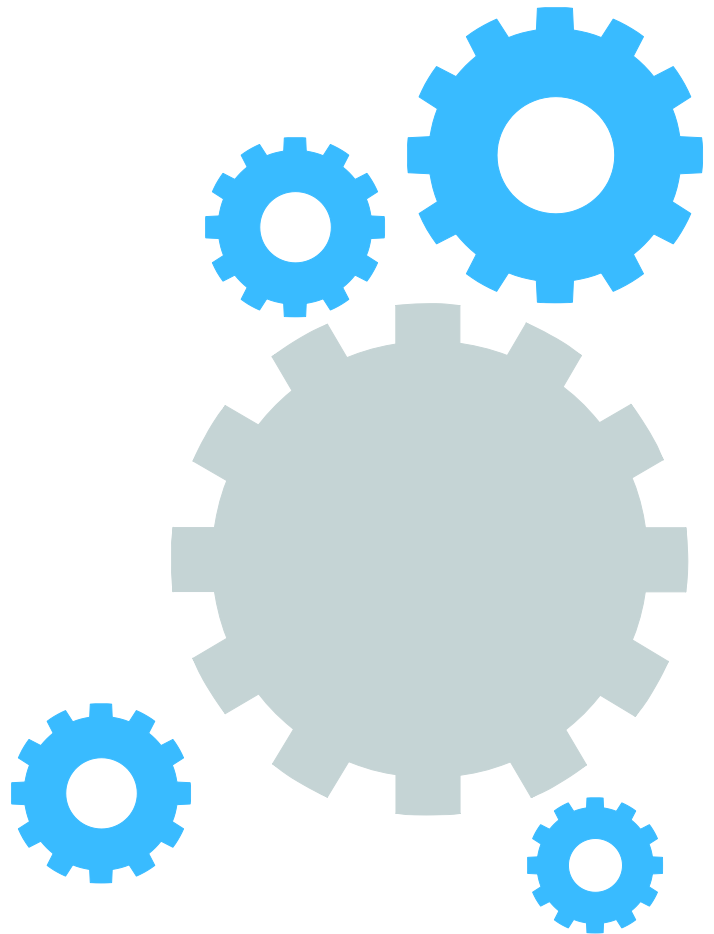
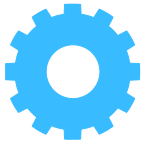


**George Stephenson**  
High School



# **Year 9 Options Booklet**

**2024**



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# INTRODUCTION

Dear Parents and Carers,

Your son or daughter will shortly be asked, with your support, to make a number of choices about the shape of the curriculum they will follow in Years 10 and 11. Up to now the curriculum they have followed will have been largely similar for all students. In Years 10 and 11 students have a degree of choice. You as parents have a very important part to play in this process and in the ongoing support for them as they enter the most important phase of their education to date.

Please watch the videos on the school website and read the booklet and information about the courses carefully.

If there are any subject specific questions departments will be providing time in lessons over the coming weeks for students to ask them. If there is a particular question for a department, please email the Curriculum Leader. The email addresses can be found with the online videos.

We recognize that choosing GCSE options can be a difficult decision. As such, we invite all parents to make an appointment for the options advisor evening on the Thursday 29<sup>th</sup> February 2024.

We will attempt to meet the wishes of all students in their choices but it may not be possible to satisfy everyone. Our aim is to do everything we can to provide the widest possible range of courses.

I hope this advice and guidance helps with the decision process.

Yours sincerely



KATHRYN WILLIAMS  
Deputy Headteacher

This booklet is about the courses you will study over the next two years. Please read it very carefully.

Next year we will be offering a range of courses of different types.

1. A **GCSE** course usually involves an element of coursework and an external examination, taken at the end of Year 11. Work in each subject will be graded from 9-1
2. **BTEC and WJEC** courses are largely portfolio based and relate to a particular vocational area. The courses are equivalent to a full GCSE but have fewer external exams. All BTEC and WJEC assessment decisions are subject to internal and external verification.

You will have to do a number of **COMPULSORY** courses in common with all other 14-16 year olds in the country.

***Please note: Some courses are yet to be given final approval by the DFE, so the type and detail of courses may change before teaching in 2024, however they will still relate very closely to the subject offered and will be at GCSE level or equivalent.***

***We will do our best to accommodate your choices but, for a small number of students it may be necessary to discuss reserve choices therefore please rank your preferences and choose your reserve choices carefully. We are offering a wide range of courses but may not be able to run them all. Decisions about which can run and which cannot run will be based upon numbers choosing them.***

**We hope that you find this booklet helpful but if you have any questions or need further advice, please do not hesitate to contact your Guidance Manager or tutor at school.**

# Making Your Choices

At George Stephenson High School we are an academically focused school dedicated to ensuring that all students achieve an all-round education that ensures they are as well prepared as they can possibly be for the next stage of their education.

It is important that the options process is taken seriously to ensure that your child selects a combination of subjects that keeps their future options open, whilst not being excessively difficult to ensure that they are successful in their chosen areas.

There are two general routes or 'Pathways' that we hope help with your thinking to ensure your child is studying courses where they will be successful and lead to an appropriate progression route for them.

## **Pathway 1 - English Baccalaureate (EBacc)**

Students are recommended to consider the English Baccalaureate (EBacc) combination of subjects where they are doing well in Geography and/or History and a Modern Foreign Language. Students will study English, Maths, Science, a Humanity (either Geography or History) and a Modern Foreign Language (either French or Spanish). Students will then have two other options to choose from.

This combination of subjects provides a broad curriculum with an academic core. This can be a challenging combination of subjects and is recommended to those students who are already achieving high grades in these subjects and perform well in exam conditions as they are all assessed through exams at the end of Year 11.

## **Pathway 1**

It may be that choosing only one Humanity or Language subject is more appropriate. This pathway provides greater scope for students to choose subjects they prefer. There can still be a strong academic core but it also allows students to choose other subjects which provide a more balanced assessment approach throughout the course with a significant amount assessed through coursework, meaning there are less exams at the end of Year 11. We would still encourage students to consider the English Baccalaureate (EBacc) combination of subjects if they felt this was something they wanted to do.

# PATHWAYS SUMMARY

Students should choose a combination of subjects from one of the two following pathways.

<b>EBacc</b>	<b>Pathway 1</b>
English, Maths, Science, PE, RE and Careers	English, Maths, Science, PE, RE and Careers
<b>One of</b> Geography or History <b>and one of</b> French or Spanish	<b>One of either</b> Geography, History, French or Spanish
Any <b>two</b> further options	Any <b>three</b> further options

**If you are unsure about which pathway to take please make an appointment with an options advisor on Thursday 29<sup>th</sup> February and have your form with you to discuss.**



# COMPULSORY COURSES

The subjects you **must** do are:

**ENGLISH** - which includes English Language and English Literature (two GCSEs)

**MATHEMATICS** - one GCSE

**SCIENCE** - Two (Double) or three (Separate) Sciences

**AT LEAST ONE OF: GEOGRAPHY, HISTORY, FRENCH OR SPANISH**

**CAREERS (EMPLOYABILITY)**

**PERSONAL AND SOCIAL EDUCATION**

**PHYSICAL EDUCATION**

**RELIGIOUS STUDIES**

# COURSES YOU MAY CHOOSE

We are offering the following range of courses in September 2024.

- Art and Design – (one from Art or Textiles) – GCSE
- Construction – Level 1 / 2 Vocational Award (limited number of spaces)
- Computer Science - GCSE
- Hair & Beauty – Level 1 / 2 Vocational Award (limited number of spaces)
- Business - GCSE
- French - GCSE
- Geography - GCSE
- Health and Social Care – BTEC
- History – GCSE
- Hospitality and Catering - WJEC
- Digital Information Technology – BTEC
- Media - GCSE
- Music - GCSE
- Drama - GCSE
- Photography – GCSE
- Religious Studies– GCSE
- Spanish - GCSE
- Sport – BTEC

**You will also be asked to indicate two RESERVE choices on the Option Form.**

# HOW DO I CHOOSE?

## DO:

- choose courses you know you will enjoy
- choose courses you are interested in
- choose a range of different courses, so that you have a broad base from which to choose your post-16 courses
- read the subject information on the next few pages very carefully
- ask the advice of your subject teachers, your tutor and our careers advisers
- discuss it with your parents
- **THINK VERY CAREFULLY** about the subjects you choose. It is very difficult indeed to change course once you have started.
- Take time to rank your options in order of preference and consider your reserve carefully.

## DON'T:

- choose a course simply because your friends have
- allow your preference of particular teachers to influence your choice
- choose a course because you think it might be easy
- make your decision hastily
- drop any subject you may want to study after Year 11
- drop any subject you may require for entry to a particular occupation or course of further study

# CONSIDERING UNIVERSITY?

It may seem like a long time away, but if you are considering applying to a competitive university and especially a competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE requirements.

A summary below gives an idea of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It is important to check university websites for detailed requirements before applying.

- Applicants to study Medicine are usually required to have very good GCSE results in Maths, Science and English.
- For a degree in English, universities often look for applicants to have a GCSE in a Modern Foreign Language.
- A grade B in Maths and sometimes Science is often required for a degree in Psychology.

## ***What subjects at A Level give me the most options?***

Many courses at university level build on knowledge which you will gain while at school. Where this is the case, universities need to make sure that all the students they admit have prepared themselves in the best way to cope with their chosen course.

For this reason, some university courses may require students to have studied a specific subject at advanced level prior to entry, others may not. However, there are some subjects that are required more often than others. These subjects are:

- Maths and Further Maths
- English (Literature)
- Physics
- Biology
- Chemistry
- Geography
- History
- Modern Foreign Language (like French or Spanish)

This website provides guidance on what courses different combinations of subjects that you study at 6<sup>th</sup> form could lead to OR what you would need to study in 6<sup>th</sup> form to do a particular course.

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

Source: Informed Choices - Russell Group

# CHOOSING – THE PROCESS

- **Information for students** (Options Evening, Year 9 Assembly and Tutorial Periods).
- **Discussion in tutor time and interviews with Year 9 Guidance Manager where needed.**
- **February 2024** - Option Booklets and forms issued to students and subject videos go live. Discussions in lessons with students about courses. Please email curriculum leaders if you have a specific question. Email addresses can be found with the online videos <https://www.gshs.org.uk/students/year-9-options>
- **Year 9 Options Advisor Evening – Thursday 29<sup>th</sup> February.** If you feel you need any additional advice, please book a time with an options advisor for this evening.
- Option forms returned to school by Friday 10<sup>th</sup> March.

Your OPTION FORM **MUST** be returned to your tutor by **Friday 8<sup>th</sup> March 2024 at the latest.**

**PLEASE NOTE: If your form is handed in late you are less likely to get your preferred options.**

Your option form will be checked once handed in to ensure that you have chosen **a balanced range of subjects** allowing you access to as wide a range of careers as possible in the future.

If there is a problem with any of your choices we will contact you, otherwise you will start the courses you choose in September.

Where it is not possible to accommodate all choices, students must take a reserve option. **It is therefore important that careful consideration is given to the ranking of options AND reserve choices.**

# THE COMPULSORY SUBJECTS

## ENGLISH - GCSE

### GCSE English Language and English Literature

All students will be following a combined course of GCSE English Language and GCSE English Literature. Two separate awards will be given.

### GCSE English Language

Students will sit two examinations at the end of Year 11. A separate award will be given for Spoken Language.

Over the two years, students will study a range of pre and post nineteenth century literary fiction and non-fiction. We will also explore a range of writing styles and practise producing texts for a range of purposes and audiences.

### GCSE English Literature

Students will sit two examinations at the end of Year 11.

Over the two years, students will study a Shakespeare play as well as a contemporary play, a range of poetry and a pre-1900 novel.

## MATHEMATICS - GCSE

All students follow the Pearson Edexcel GCSE (9-1) in Mathematics.

The final examination, at the end of Year 11, consists of three 90-minute papers. Paper 1 is a non-calculator paper and papers 2 and 3, allow the use of a calculator. Each paper is worth 80 marks.

There are two tiers of entry; Students entered for the Higher tier can achieve grades 9-4 and students entered for the Foundation tier can achieve grades 5-1. Students will be entered for either Higher or Foundation tier depending on which we feel is most appropriate. The final decision on tier of entry is made in Year 11.

In addition to GCSE Mathematics, some students are given the opportunity to study AQA Level 2 Certificate in Further Maths which is also assessed at the end of Year 11. This course gives students an introduction to A-Level Maths or a little more challenge for some of our able Mathematicians.

# SCIENCE - GCSE

Science enables students to learn and understand the world around them. Every day subjects from electricity in our homes to catastrophic events such as a tsunami are covered. Science is a gateway to a wide range of careers. Doctors, vets, physiotherapists and beauticians need knowledge of Science. Engineers, astronomers, chefs and plumbers also use their science skills on a daily basis.

Next year students will start on one of 2 pathways:

1. Combined Science
2. Separate Sciences

The selection for these pathways is based on the end of Year 9 assessment and continual assessment throughout Year 10 and Year 11.

## 1. Combined Science Pathway

During Year 10 and 11 students will follow the Edexcel GCSE Combined Science to complete the Double Award Science Pathway. Students will be awarded a double Science GCSE.

This course provides students with a broad, coherent course that adds to their knowledge and understanding of the living, material and physical worlds. This course is designed to follow on directly from the course studied in Key Stage 3.

The Combined Science course will be delivered in discrete topics that cover Biology, Chemistry and Physics content. The increase in challenge of the Combined Science course prepares students perfectly for the demands of A level Biology, Chemistry and Physics.

Assessment - May/June Year 11

Six written exams (1 hour 10 minutes each) comprising of two Biology exams, two Chemistry exams and two Physics exams. Each paper will be available in foundation and higher tier and worth 60 marks.

## 2. Separate Science Pathway

During Year 10 and 11 students will follow the Edexcel GCSE Biology, Chemistry and Physics programmes of study to complete the Separate Science Pathway. Students will be awarded three separate GCSEs.

Separate Science provides students with an advanced course that extends their current knowledge and understanding of the living, material and physical worlds. This course is designed to build directly from the Combined Science course content and is only available to students grouped into the 2 year 10 top sets.

There are a variety of ways the additional content is delivered, depending on the year 10 cohort. The separate science is either taught exclusively to those who are allocated a place in the top groups during curriculum time or by specialists during extracurricular teaching sessions. It is expected that students taking Separate Science should be strongly considering progressing to at least two A level Sciences in Year 12.

Assessment - May/June Year 11

Six written exams (1 hour 45 minutes each) comprising of two Biology exams, two Chemistry exams and two Physics exams. Each paper will be available in foundation and higher tier and worth 100 marks.

# CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

Taking our statutory duty to provide both a quality and balanced careers curriculum seriously, our students receive timetabled Careers sessions. As a staff, we are passionate about ensuring that students are well informed about all possible options and receive a range of work-related experiences. Never have we worked harder to ensure that aspirational career choices are a component of all subjects.

Careers Education Information Advice and Guidance (CEIAG) combines curriculum, information and guidance focused activities to help young people plan and build their own careers. Students will work on the following areas:

- CV's and cover letters
- Career pathways
- Interview techniques and mock interviews with external organisations
- Sixth form options
- Labour Market Information and economic awareness
- Personal Action Plans with an independent Connexions Careers Advisor
- Work experience (please see Work Related Learning)
- Apprenticeship sessions.

## **Work Related Learning**

The aim of work-related learning in George Stephenson High School is to help our young people to:

- Fulfil their academic and vocational potential
- Apply their learning in a work context
- Acquire the skills, attitudes and behaviours required in the workplace
- Be enterprising and to support enterprise in others
- Develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life.

Our aim is to ensure that students receive the individual support to ensure that they understand their strengths and are empowered to take the next steps towards achieving their career aspirations.



# PERSONAL AND SOCIAL EDUCATION

Personal and Social Education aims to provide students with a broad and balanced education while still treating all students as individuals.

As part of the National Curriculum we will examine themes which run across a number of subjects. These include:

- **Health Education**
- **Careers**

As part of the Health Education Curriculum we aim to provide students with the knowledge and information to be able to make informed choices about their own health and wellbeing. Topics which are covered include

- Body Image
- Relationship and Sex Education
- Alcohol
- Sexting
- Child Sexual Exploitation
- Domestic violence (teenage relationships)
- Contraception
- Gender identity
- Identifying racism
- Mental Health and Wellbeing (including coping with exam stress)
- Eating Disorders
- Anti-social behaviour
- Knife Crime Prevention
- Citizenship
- Drugs

Students are supported in Health Education by other specialists who can offer advice and guidance. The Health Education works closely with support from the schools Family support workers and Guidance Team, as well as the Student Health and Well Being group.

# CORE PHYSICAL EDUCATION

Every student in Year 10 & Year 11 has 1 double lesson (100 mins.) of Physical Education per week.

The emphasis in Core PE lessons is to provide students with the opportunity to participate in a variety of different activities, enabling them to develop both their individual skills and their ability to work together with their peers. Students are encouraged to take responsibility in lessons to develop their leadership skills and show a desire to improve their own personal performance, enabling them to develop a life-long interest in taking part in physical activity.

The activities that students will participate in include:

- Football
- Rugby
- Basketball
- Athletics
- Netball
- Dance
- Tennis
- Badminton
- Trampolining
- Fitness
- Striking & Fielding (Cricket, Rounders, Softball, Danish Longball)
- Table Tennis

Many of the activities take place at the Lakeside Leisure Centre which we have access to during the school day.

At George Stephenson High School, we view Physical Education as a central part to the curriculum that the school offers. We run successful school teams in a number of different activities and regularly have teams or representatives competing in many regional and national events. We also offer numerous opportunities for students to participate in an extra-curricular setting.

We have established links with many local clubs over recent years and many of our students participate regularly in local club teams.

At Key Stage 4, expectations for our students are still high and all students are required to attend lessons with correct PE kit at all times and participate to the best of their ability in all lessons. Our aim is to offer a broad and balanced curriculum which allows students to participate, develop their skills and enjoy their Physical Education lessons.

## **CORE RELIGIOUS EDUCATION (non-examined)**

All students study a course in Religious Education as part of the Key Stage 4 National Curriculum. They have one lesson a fortnight. Some students take GCSE RE in addition to their compulsory Core RE lesson.

Throughout Key Stage 4, students will study a range of different religious, philosophical and ethical topics which relate to life in contemporary society. Students will have the opportunity to explore their own opinions and look at the views of others, evaluating what they find persuasive or not about them.

In Year 10, students will look at the different ethical theories such as Utilitarianism and Situation Ethics, considering the value of these approaches to moral decision making. Students will then consider issues relating to medical ethics and the value of life, looking at abortion and euthanasia. Students also look at the death penalty, considering religious perspectives as well as ethical views on the issue through the examination of relevant case studies.

In Year 11, students will begin the year by looking at business ethics, looking at a range of issues such as whistleblowing, corporate social responsibility and the rise of consumerism. Then, they will undertake their own research project, choosing a topic which interests them relating to Religious Education. They will be supported by their teachers in the completion of the project and will spend lessons planning, researching to realise their projects before presenting it to their peers and evaluating how they have learned.

**If you require any further information regarding Core RE, please do not hesitate to contact either Miss Rigby ([arigby@gshs.org.uk](mailto:arigby@gshs.org.uk)) or Mrs Wigzell ([swigzell@gshs.org.uk](mailto:swigzell@gshs.org.uk))**

# COURSES YOU MAY CHOOSE

## ART AND DESIGN - ART GCSE

### Art and Design

If you enjoy being creative, what to push your practical skills further and be keen to work on how to analyse and interpret works of art, Art and Design is a great choice. The skills that you develop in this subject work to supporting a number of other subjects. Art and design is a way of seeing things and making sense of the world around you. It can help you further study and prepare you for the world of work. Students can work in art, craft and design materials and processes. Students should produce practical and contextual work within their two units of work. Students have the opportunity to experience drawing and painting, printmaking, photography, and textile manipulation.

The course consists of:

### Component 1: Portfolio work

Is made up of a series of mini projects where you are able to explore new materials. Projects which are aimed at stretching the students' creativity and practical skills. Student portfolios should contain evidence of research, development and final outcomes with an emphasis on analysis and personal response. A minimum of one final outcome is required for this unit.

### Component 2: Externally Set Task

In January of Year 11 the exam board release the external assignment. Students then respond to one of the questions on the paper. There is preparation time, plus ten hours of supervised time, resulting in 40% of your total marks. Students use their acquired knowledge and skills from Unit 1. To respond to their chosen starting point. Students are expected to complete a portfolio of work demonstrating research, development and a final outcome.

### Where will GCSE Art take you?

You can continue your art and design studies at AS and A Level and the course opens the door to lots of exciting careers including:

- Fashion Design
- Theatre designer
- Illustrator
- Photographer
- Product Design
- Textiles Design
- Interior Design
- Jewellery Design
- Fashion and media journalism
- Artist
- Teaching

### What skills will you learn?

**Alongside improving your practical expertise, you will learn how to:**

- Develop and refine your ideas
- Present a personal response
- Improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies
- Successfully use visual language and the formal elements of colour, tone, texture
- Use drawing skills for different needs and purposes

# ART & DESIGN - TEXTILES GCSE

**Art Textiles AQA** If you enjoy being creative, want to increase your practical skills and improve your analytical communication and research abilities, Art Textiles is a great choice. The skills you gain make it a great complement to other subjects. Art and design is a way of seeing things and making sense of the world around you. It can help you further study and prepare you for the world of work.

## What will you study?

In Textile design you will get the chance to design and make products for woven, knitted, stitched, printed or decorative textiles. Areas of study include fashion, illustration, costume design, constructed textiles, printed and dyed textiles and digital textiles.

## How will you be assessed?

**There are two components:**

- **Component 1 Portfolio**
- Produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.
  
- **Component 2 Externally set assignment**
- In January of Year 11, AQA release the external assignment. This features seven tasks and you must complete one of them. There is preparation time, plus ten hours of supervised time, resulting in 40% of your total marks.

## Where will GCSE Art Textiles take you?

You can continue your art and design studies at AS and A Level and the course opens the door to lots of exciting careers including:

- Fashion Design
- Theatre designer
- Illustrator
- Photographer
- Product Design
- Textiles Design
- Interior Design
- Jewellery Design
- Fashion and media journalism
- Artist
- Teaching

## What skills will you learn?

**Alongside improving your practical expertise, you will learn how to:**

- Develop and refine your ideas
- Present a personal response
- Improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies
- Successfully use visual language and the formal elements of colour, tone, texture
- Use drawing skills for different needs and purposes.

Please note that this option is **not** possible if you choose the Art or Graphic Communication GCSE

**For further information, please contact A Douglas Design Department.**

# PHOTOGRAPHY - GCSE

Photography is defined as the practice of producing images using light sensitive materials such as photographic film, digital methods of development and production to create static or moving images.

## Areas of Study

In component 1 (60% of the final award) students are required to work in one or more areas of photography, producing a portfolio based on one or more areas of photography, such as:

- Portraiture
- Location photography
- Experimental imagery
- Installation
- Documentary photography
- Moving image, film, video and animation
- Fashion photography

Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, prototypes, storyboards, video photographic or digital presentations, records of transient and site-specific installations.

They may explore overlapping areas and combination of areas.

Within component 2, students develop further, the knowledge and understanding of the above areas and complete a study of work as part of the final examined component set by AQA in January of Year 11. The students respond to their chosen starting point from an externally set assignment which is worth 96 marks and 40% of the GCSE award.

## Knowledge, understanding and skills

- Students throughout the course will learn how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client orientated requirements.
- How ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.
- Use media and materials, photographic techniques and processes to explore the importance of lighting, viewpoint, chemical and/or digital processes, graphic media for purposes such as storyboarding, planning and constructing photographic shoots.

This GCSE course gives students the opportunity to produce a portfolio of work that they can show to a prospective employer or to use to help secure a place in higher education including A Level Fine Art and A Level Photography.

**For further information please contact Mrs. A Douglas (Design Department)**

# BUSINESS – GCSE

## Why choose Business Studies?

Employer feedback clearly tells us that having that commercial awareness as you enter the world of work has never been more important than it is today. This course is an engaging qualification that is relevant to the current world of business.

The course will start with a basic introduction to business concepts, and you will be expected to work in teams to run enterprise activities with the aim of making a profit and building basic business awareness. During this qualification you will be developing your skills and confidence when exploring how different business issues affect the decision-making process. You will be expected to work as a team in order to make informed choices about real organisational dilemmas, at the same time as developing life skills and financial awareness.

## What are the units of work?

The OCR Business qualification consists of two examined units which are equally weighted. The units and the assessment methods are shown in the table below:

UNITS	ASSESSMENT	Weighting
01: Business activity, marketing and people.	Written Examination – 1 Hour 30 minutes	50%
02: Operations, finance and influences on business.	Written Examination – 1 Hour 30 minutes	50%

## Business activity, marketing and people

Here you will be introduced to issues concerning the activities of a business. The unit explores the purpose and role of a business from first spotting an enterprise opportunity through to the growth of an established business. You will gain an understanding of the impact that both marketing and market research can have on the success of a business venture. You will also gain an insight into the different types of business structures, how management recruit, train and motivate their employees to reap competitive advantage.

## Operations, finance and influences on business

This unit examines operational decisions such as production, quality, consumer law and location and will start to give us an understanding of the less obvious issues that need to be considered when making business decisions. Financial documents such as break even charts, income statements and cash flow forecasts will all be used as decision making tools. We finish by gaining an understanding of the external influences that have an impact on how a business functions. Here we will build our understanding of the bigger environmental picture affecting business and the interdependent nature of the differing departments mentioned above.

**What careers are there in Business?**

- accountancy
- banking, investment and financial services
- general management
- HR/personnel
- management consultancy
- public relations
- retail management
- sales and marketing.

**What skills will I build?**

- analytical ability
- communication and presentation skills
- goal setting
- leadership skills
- numeracy
- problem solving
- team work
- time management.



# WJEC HOSPITALITY AND CATERING

The UK's hospitality industry is estimated to be worth around £5 billion and according to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry, which accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector. This busy and bustling industry has a myriad of categories, and the customer service and food and beverage sector very much dominates.

Maybe you would like to work in a busy city centre restaurant as a manager or chef, or run your own coffee shop or hotel. Some enjoy the flexibility of this industry and opt to work abroad in tourist hotspots or aspire to chef on a cruise liner. Other options exist in the world of food development and production- you could become a research and development technologist in a lab or a food hygiene officer on the factory floor. You could also combine an interest in business with your interest in food and follow a career pathway into food retail, possibly as an independent baker or as a supermarket manager. If you have interests in health and well-being you might consider studying Hospitality and Catering alongside Health and Social Care, with a plan to become a nutritionist, health advisor or work in a hospital as a dietician advising patients on how to modify their eating patterns. These career opportunities could all begin with studying Hospitality and Catering as part of your Key Stage 4 curriculum. You should be aware that not all careers linked with the hospitality industry involve catering and not all catering jobs require working on the front line delivering hospitality, so this qualification gives some flexibility with future career choices.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of **two mandatory units**:

- Unit 1 The Hospitality and Catering Industry (Exam 40% of final grade).
- Unit 2 Hospitality and Catering in Action (Coursework and practical work 60% of final grade).

This structure has been designed to develop knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Learners will study food preparation and cooking skills as well as the transferable skills of problem solving, organisation and time management, planning and communication. Furthermore, students will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

### **Career Progression ideas:**

Some individuals may decide to peruse jobs specifically in the hospitality and / or catering sector. Therefore, successful completion of this qualification could support entry to qualifications that develop specific skills such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level 1 or Level 2 NVQ Diploma in Professional Cookery

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Alternatively, students may explore apprenticeship routes into employment in hospitality and / or catering.

*This qualification is delivered by the Health Science Department.*

# GEOGRAPHY - GCSE

Geography is an exciting and relevant course that tackles the big issues such as climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students will also be encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps to prepare you for those changes. Geography is about the future; the course aims to stimulate at all levels of ability and develop geographical, personal and cross-curricular skills, including those of residential and local fieldwork, team work activities and problem solving.

Geography combines naturally with a wide range of other subjects, it fosters transferable skills, flexible thinking as well as offering a broad knowledge base which are assets in the complex world of employment today.

The course is based upon **three** areas of study:

- **Living with the physical environment**
  - The challenge of natural hazards
  - Physical landscapes in the UK
  - The living world
- **Challenges in the human environment**
  - Urban issues and challenges
  - The changing economic world
  - The challenge of resource management- food, water and energy.
- **Geographical applications**
  - Issue evaluation
  - Fieldwork
  - Geographical skills

The course is linear and assessment will take place at the end of Year 11.

1. Living with the physical environment, 1 hour 30 minute examination; 35% of the GCSE.
2. Changes in the human environment, 1 hour 30 minute examination; 35% of the GCSE.
3. Geographical applications, 1 hour 30 minute examination; 30% of the GCSE.

On all of the examinations there will be a range of question types: multiple-choice, short answer, levels of response and extended prose.

# HEALTH AND SOCIAL CARE – CAMBRIDGE NATIONAL LEVELS 1+2

This course gives students both an introduction to working in the Health and Social Care sector and an ideal foundation to progress onto more advanced qualifications in Health and Social Care at post-16 level. The Cambridge National Levels 1+2 in Health and Social Care will prepare students with sound, specialist knowledge, as well as skills crucial for the preparation of a career in the Health and Social Care or Early Years sector.

## What careers are there in Health and Social Care?

Possible careers in the Health and Social Care Sector:

Nurse	Geriatrician	Housing / Homelessness Services
Midwife	Pediatrician	General Hospital Services
Mental Health Care	Chiropodist	Residential Care Staff
Nursery Nurse	Working in Sheltered	Child Protection
Special Educational Needs Teacher	Accommodation	Counseling
Primary Teacher	Foster Care	Dental Nurse
Care Assistant	Youth Offending Teams	Social Worker
Youth Worker	Counseling	Speech and Language Therapist
Environmental Health	Dietician / Nutritionist.	Day Centre staff
Complimentary Therapist	Occupational Therapist	Child and Family Support Services
Physiotherapist	Health Visitor	Paramedic

## How can I progress from this qualification?

The Cambridge National Level 1+2 in Health and Social Care can lead to a range of opportunities for further study at post-16 level. Here are some of the options available:

➤ The following qualification is offered for individuals who wish to continue studying Health and Social Care in 6<sup>th</sup> Form at George Stephenson High School:

- **Cambridge Technical Level 3 Extended Certificate (Equivalent to 1 A level)**

We have an excellent success rate for helping our students to achieve well and get into the top universities for nursing and midwifery. Many other Health and Social Care students have gone on to studying teaching, psychology or social work (most common choices over the last three years).

➤ Other Post-16 qualifications and pathways offered by other providers:

- **BTEC Technical Level 2 in Health and Social Care** (for students who do not achieve the entry requirements for a level 3).
- **BTEC National Level 3 in Health and Social Care CACHE\*** (childcare and development) level 3 qualification.
- **Apprenticeship framework** (level 2+3).
- **There are many other level 2 and 3 qualifications offered by BTEC, OCR or NCFE specialising in specific career paths in this sector.**

*Please note that all students wanting to go into nursing (or similar areas of work) or teaching require a 4 or above grade in Maths and English at GCSE level. In the case of primary school teaching, a grade of 4 or above is also required in Science at GCSE level. Therefore, most level 3 qualifications will require this as part of the entry requirements).*

## How are the Health and Social Care Cambridge Nationals graded?

This qualification awards students the vocational equivalent of one GCSE Grade. All students take levels 1 and 2 of this qualification simultaneously. Their final grade determines which of the levels they achieve. If a student achieves a level 2 pass or above, they will achieve both a level 1 and level 2 qualification. If they attain below a level 2 pass, they will achieve a level 1 qualification only. At both levels one and two, students will be awarded either a Pass, Merit or Distinction. At level two, students also have the chance to achieve a Level 2 Distinction Star (the highest grade).

## What are the units of work?

Students will study three units of work over two years: two of the units are controlled assessment and there is one examined unit. In controlled assessment units, **all assessment decisions are subject to internal and external verification** before grading is awarded. For the exam unit, students must sit an externally assessed exam paper. Overall, 60% of the final grade is made up from controlled assessments (made up of components R033 and R034) and 40% of the final mark is from the exam (component R032).

Units over the 2-year period:

Name of unit	<b>Component R033:</b> Supporting Individuals Through Life Events.	<b>Component R034:</b> Creative and Therapeutic Activities	<b>Component R032:</b> Principles of Care in Health and Social Care Settings
Assessment	Internally assessed then externally verified (Controlled Assessment).	Internally assessed then externally verified (Controlled Assessment).	Externally assessed <b>exam</b> unit. The exam is sat in June of y11 at the end of the course.
Worth	30% OF FINAL GRADE	30% OF FINAL GRADE	40% OF FINAL GRADE

## Prepared for success?

Students must be aware that this qualification has **a lot of controlled assessment over two years**. Students must be prepared, from the start, to be organised and adhere to the strict rules of the exam board with regards to **completing the controlled assessment during the allotted time period**. Students must also understand that controlled assessment will take place for periods throughout year 10 and 11 and this will count towards their final grade. Students will start their first controlled assessment within the first term of y10.

The Health Science Department, which delivers the Cambridge Nationals in Health and Social Care, prides itself on being supportive and having high expectations of all students. Over the last three years, it has achieved some of the highest results nationally for this qualification.

# HISTORY - GCSE

The History course is designed to develop your understanding of how the modern world has been formed and how Britain has been shaped as a nation.

## **Paper 1: Understanding the modern world**

This will be examined as a Paper One examination taken at the end of Year 11 and will account for 50% of your GCSE.

Paper one topics are divided into Section A and Section B

- *Section A, period study*; America, 1920-1973: Opportunity and inequality
- *Section B, wider world depth study*; Conflict and tension in Asia, 1950-1975

## **Paper 2: Shaping the nation**

This will be examined as a Paper Two examination taken at the end of Year 11 and will account for 50% of your GCSE.

- *Section A, thematic study*; Britain: Health and the people: c1000 to the present day
- *Section B, British depth study including the historic environment*; Restoration England, 1660-1685

During the course you will study some of the most interesting personalities and events in History, for example;

- Guerrilla warfare in Vietnam
- The Ku Klux Klan and gangsters in America
- President JF Kennedy
- The Black Death
- The creation of the NHS
- The Great Fire of London
- Charles II

History today is not just a matter of reading books. You will look at primary sources such as diaries, letters and eye-witness accounts. Film presentations, such as 'The Untouchables' as well as documentaries, will help bring each period to life. The main aim is to give you the chance to better understand the world around you.

**H**ard but rewarding work  
**I**nteresting  
**S**tudy of real people in a living past  
**T**opical  
**O**f real value in employment  
**R**elevant  
**Y** – makes us ask why, why, why?

Apart from being very interesting to study, a qualification in History is very useful. According to 'Which' consumer guide, 'Which subject, Which career':

**“History is an excellent preparation for very many jobs”;**

**Journalism, Police Work, Accountancy, TV and Radio, Tourism, Marketing, Conservation, Law, Social Work, Teaching, Local Government, Civil Service.**

# BTEC TECH AWARD IN DIGITAL INFORMATION SYSTEMS

## Why should I choose this subject?

The digital sector is a major source of employment in the UK. Around 1.46 million people work in digital companies and there are around 45,000 digital jobs advertised at any one time. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'Digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and Maths. Having both technical skills and business understanding is the key to success.

## Assessment

The qualification has three components. In Components 1 and 2 you will carry out tasks or assignments that your teacher will mark. The internal grading and quality assurance of these two components will give you a clear idea of how well you are progressing in your qualification. Component 3 is externally assessed by Pearson and assesses the knowledge and skills you have developed across all three components. The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

## Where will this qualification take you?

When you have completed the qualification, you will have developed a broad range of practical skills used in digital functions. **The digital aspects covered within this qualification are not covered in the GCSE in Computer Science.**

This qualification will give you a sense of the type of skills, knowledge and behaviours required in the modern digital sector. This will allow you to decide whether the digital sector is for you and, if so, where your strengths lie.

Once successfully completed, you may wish to progress to further study with a BTEC National in IT or Computing at Level 3. You could also progress to a Computer Science AS or A level. These qualifications build upon some of the aspects covered within this qualification and are generally broad in the selection of units available. If you then wish to specialise your learning in a specific digital vocation, you could consider a BTEC Level 2 Technical Diploma in Digital Technology, which enables you to select from three pathways: Data Management, Digital Applications or Network & Cyber Security.

Alternatively, you may want to progress to an apprenticeship, for example at Level 3 in Digital Marketer, Infrastructure Technician or Software Development Technician.

# COMPUTER SCIENCE GCSE

Students will be taught how to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. We will expect students to be able to analyse problems in computational terms through practical experience, including designing, writing and debugging programs.

The new Computer Science GCSE has been developed to be engaging and contemporary through dialog with companies like Microsoft, Google, and Cisco. The new GCSE gives focus towards cyber security looking at phishing, malware, firewalls and people as the 'weak point' in secure systems. As well as a greater emphasis on 'computational thinking' and programming.

A good computer scientist will be able to:

- Think independently, creatively, innovatively, analytically, logically, critically and use self- study as a means to success.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to computer science.

- The assessment consists of two written examinations making up 100% of the qualification.

**\*Computer Science is a challenging GCSE, a GCSE for self-motivated students with a real passion for computing and a desire to learn, experiment, and succeed. The Computer Science Department will contact students opting for this course before confirmation.**

## Content Overview

Component title	Content overview
Computer Systems	Systems architecture Memory Storage Wired and wireless networks Network topologies, protocols and layers System security Systems software Moral, legal, cultural and environmental concerns
Computational Thinking, Algorithms and Programming	Algorithms Programming techniques Producing robust programs Computational logic Translators and facilities of languages Data Representation
Programming Project	Programming techniques Analysis Design Development Testing and evaluation and conclusi



# MEDIA STUDIES - GCSE

## What is Media Studies?

Do you watch television and films? Do you listen to music, read magazines or newspapers? Do you use the internet to speak to friends, play video games or find information? Do you enjoy the analytical and evaluative aspects of your English lessons? Then Media Studies is for you! GCSE Media Studies looks at how the media is present in all of our lives and how we use it. With assignments based around Television, Video Games, Advertising, Music, Film and Magazines, this subject helps you understand how the media works to sell products, entertain and inform you. This single award in Media Studies also enables you to learn the processes behind making films, magazines, music videos and websites. Media Studies is a humanities-based subject and as such, is very similar to English in its demands, writing style and the required skills to be successful.

## How will I be assessed?

### Exam sections –

*Component 1 (1 hour and 30 minutes exam)- Exploring the media (40% of overall grade) – this is based on the study of film, video games, newspapers, radio and advertising and marketing products. Examples of set texts you may study include: ‘No Time to Die’, ‘This Girl Can’, ‘The Man with The Golden Gun’, ‘Quality Street’, ‘The Archers’, ‘Vogue’ magazine, ‘GQ’ magazine, The Sun, The Guardian and Fortnite.*

*Component 2 (1 hour and 30 minutes exam) - Understanding Media Forms and Products (30% of overall grade) - this paper builds on Paper One and looks at two areas in depth – a) Television drama or sitcom and b) Music promotion – music magazines, online and social media and a music video. Examples of set texts you may study include: ‘Modern Family’, ‘Friends’, ‘The Man’, ‘Superheroes’, and ‘Waterfalls’.*

Component 3 - Coursework (30% of overall grade) – A choice of coursework briefs are available, which include creating a TV sequence, creating a music video or website, designing a poster campaign for a new film or creating a new print or online magazine.

## How will I be taught?

You will be taught within the English department with access to computers, digital cameras, video cameras and editing software. As some of the course is practical work, you will be expected to work independently and out of lesson time to complete tasks, particularly related to your coursework. The course also demands that you focus on media industries, therefore independent research skills are important.

## Is it for me?

- Do you have good communication skills?
- Do you enjoy problem solving?
- Are you hard working and motivated?
- Are you interested in how the media affects our lives?
- Are you interested of developing an awareness of the media?
- Do you enjoy using a digital cameras and editing your own videos and images?
- Are you creative?
- Do you like using practical skills?
- Are you an independent learner?
- Do you enjoy essay-based assessments?
- Do you enjoy the analytical and evaluative aspects of your English lessons?
- Do you have a good written communication skills?

# MODERN FOREIGN LANGUAGES

## GCSE Spanish and French

### WHY STUDY A LANGUAGE?

Not only is a foreign language a passport to the world, but it could also lead to further study at university or just the discovery of the target culture and society. Learning a language opens a vast range of opportunities at all levels of ability, including enhanced job prospects.

### FURTHER STUDY

Universities are giving out a very strong message about the importance of a foreign language.

*“We describe ourselves as a global university and feel it is essential that students have an understanding of how another language operates and, crucially, another culture.” (Professor M. Worton, University College London)*

Many universities are encouraging a language module to be studied with non-language degrees such as medicine, law, history and business.

### WORLD OF WORK

A capability in foreign languages is becoming increasingly sought after in industry and the world of work. If you have one or more languages, then you have a distinct advantage over the rest of the field when applying for jobs. UK businesses need people who know languages from basic to native speaker ability to be able to function and compete in a global setting.

*“Language skills are often a tie-breaker when two equally good candidates are considered for a job”.*

Not only does knowing a foreign language increase your chances of getting a job, but it can also boost your salary by several £000s per year, i.e. the cost of a house over the length of a career!

As the ability to understand other cultures has become a key business skill, the financial sector, for example, hires a large number of people with language skills. Languages are needed at all levels and in a wide range of sectors in the workplace. Many employers, prefer language students because, in addition to their linguistic skills, they tend to have better oral and written communication skills.

### Here are examples of just some of the jobs where foreign language skills can be used:

Business, Banking/Finance, Education, Transport/Communications, Leisure/Travel and Tourism, Teaching, Journalism, Manufacturing, the Forces, Engineering, Film and Media, Science, Information Technologies, Hotels/Restaurants, International Organisations, Marketing and Law.

## Got a Language? Get a job!

Read on to find out more information about our French and Spanish courses ...

By the end of the course the aim is to be able to:

- develop language skills in a variety of contexts.
- build on KS3 language acquired and prepare students for further study.
- promote an appreciation of and respect for different cultures.
- add an international dimension to GCSE subjects to enhance employment opportunities.

The GCSE course is based on topic areas, where words and structures are taught alongside grammatical concepts. The course content is supported by interactive on-line content and is designed to reflect student interests and experiences.

The MFL Department will aim, where possible, to provide opportunities for cultural visits and links with Spain and France which provide valuable insights into the culture and civilisation of the host country.

## **Subject content for the New Spanish and French GCSE from September 2024**

### **Theme 1: People and lifestyle**

### **Theme 2: Popular culture**

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

## **Assessment Structure**

### **Paper 1: Listening**

#### **What's assessed**

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

#### **How it's assessed**

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

### **Paper 2: Speaking**

#### **What's assessed**

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

#### **How it's assessed**

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)

- 25% of GCSE

### **Paper 3: Reading**

#### **What's assessed**

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from the target language into English

#### **How it's assessed**

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

### **Paper 4: Writing**

#### **What's assessed**

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into the target language

#### **How it's assessed**

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

# Music GCSE

## Why study Music?

In the future, Creativity is going to be one of the most important and in-demand skills at work. When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions.

At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

## This course has been developed to:

- Give students the opportunity to learn about a range of styles and genres of Music
- Develop valuable skills and techniques in Music performance, composition and listening.
- Develop your understanding of Music theory and practice.

The skills learnt in studying this qualification will aid progression to further study and prepare learners to enter the workplace in due course.

## To be awarded a GCSE in Music the student must complete the following units:

### Component 1: Performing (30%)

Coursework Unit

A minimum of two pieces, lasting a total of 4-6 minutes.

One piece must be an ensemble (group piece) lasting at least one minute. Grade 3 music is the standard level.

You can use any instrument or voice.

### Component 2: Composing (30%)

Coursework unit

Two pieces: One in response to a brief set by EDUQAS – there are 4 to choose from each year.

One free composition – ANY style you want to write in

### Component 3: Appraising (40%)

Exam Unit

Listening examination: 8 questions, 2 on each area of study:

AoS 1 Musical Forms and Devices (including a set work\*)

AoS 2 Music for Ensemble

AoS 3 Film Music

AoS 4 Popular Music (including a set work\*)

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

Components 1 and 2 will be taught and assessed simultaneously during the first year but work will be submitted in year 11. The coursework will be marked by your teacher and moderated by Eduqas.

Component 3 will be taught and assessed during the second year. The exam will be marked by Eduqas.

### **What can I do on successful completion of the course?**

- Level 3 BTEC Music or A Level Music (in 6th form).
- Various level 3 courses at college.

### **How can I find out more?**

**See Mrs Lee for more information. A brief audition is required for acceptance on this course**

# Drama GCSE

## Why study Drama?

Drama teaches you to be creative and to think outside the box. In the future business are going to be looking for people that have a range of skills that are fundamentals in drama and theatre. Drama helps to boost your confidence to work in group settings and speak in front of others. It challenges you to handle your nerves and to think on your feet. All these skills are needed for the working world.

You will learn how to analyse and evaluate theatre which will develop your critical thinking skills. This skill can be transferable across a range of other GCSE subjects.

Drama teaches you to put yourself in another person's shoes and think about their wants and needs. This will help develop your empathy towards others, a skill that is essential to many careers such as nursing, teaching, and caring.

You will learn to improvise characters and scenes which teaches you to use your initiative and think quickly on your feet. Being able to adapt quickly in new situations is a vital life skill. Through studying Drama, you will be equipped with the skills to succeed in your next steps.

## This course has been developed to:

- Give students opportunity to participate in performance, analyse script and see live performances.
- Develop valuable skills and techniques in theatre performance
- Develop your understanding of different theatre roles and their importance to a production.

The skills learnt in studying this qualification will aid progression to further study and prepare learners to enter the workplace in due course.

## To be awarded a GCSE in Drama the student must complete the following units:

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

Written exam unit.

1-hour 45 minute exam

The paper is divided into three compulsory sections:

Section A: Theatre roles and terminology

Section B: Study of set text

Section C: Live theatre production.

### Component 2: Devising Drama (40%)

Coursework unit

Students will create a performance of minimum 4 minutes as a group. The stimulus will be of their own choosing. They will develop their use of techniques and acting skills throughout their development stage.

Students will need to create an essay style devising log book to accompany their performance.

### Component 3: Texts in practice (40%)

Practical exam

Students will select a play that has been published and performed professionally, they will select two extracts from the play and perform to an external examiner.

Students can perform a monologue, duologue or in a group.

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

Component 1 will be taught continuously throughout year 10 and year 11, component 1 exam will be sat in the year 11 May/June exam series. Component 2 will be studied and completed by the end of October in lesson time. Component 3 will be completed by February/March Year 11 and performed to an external examiner.

### **What can I do on successful completion of the course?**

- A level Theatre Studies
- Level 3 BTEC Performing Arts
- College for Drama or theatre production

### **How can I find out more?**

**See Miss Connor for more information. A brief audition is required for acceptance on this course.**



# RELIGIOUS STUDIES - GCSE

## GCSE Religious Studies

This is an exciting and contemporary relevant issue-based course in which students will have the opportunity to consider different philosophical and ethical issues that are relevant to contemporary society as well as developing their understandings of world religions, particularly Christianity and Judaism.

The course enables students to grapple with the big questions relating to existence and human life and encourages them to think about what they believe as well as learning about the beliefs of others. Students will critically engage with the attitudes of different believers as well as the views of atheists and humanists on the different topics, assessing the persuasiveness of such views.

Students study the AQA A specification for Religious Studies, focusing on Christianity and Judaism for Paper 1. There are eight units of study which make up the two examinations that will be taken at the end of Year 11. The examinations have an equal worth and each last one hour and 45 minutes. Students will be assessed on their ability to convey religious beliefs and their ability to present and evaluate the opinions of others, justifying their own opinions by offering reasoning to support their claims. The examination papers have a mixture of short answer questions and longer questions.

There are eight units of study:

### Paper 1

- What do Christians believe about God and life after death?
- How does being a Christian affect a person's life?
- What do Jews believe about God and the mitzvah (commandments)?
- How does being Jewish affect a person's life?

### Paper 2

- What do different religions believe about human rights and our responsibility towards others?
- What do different religions believe about sexual relationships and gender equality?
- What do different religions believe about war and terrorism?
- What do different religions teach about the value of human life (euthanasia and abortion), animal rights and the environment?

## Careers and GCSE Religious Studies

GCSE Religious Education is a relevant qualification for any job which involves working with other people. The UK is a multi-faith society and an understanding of our differences will help us live and work peacefully together!

### Law

Lawyers and judges must study Religion and Law as part of their training. They must have a good knowledge of religious beliefs and teachings as this may affect how a person lives and acts; they should also have a good knowledge of moral issues and ethics. It is vital that a lawyer is free from prejudices as they must treat everyone equally. At GCSE, we study human rights and issues relating to the treatment of others such as zero hour contracts, human trafficking and excessive interest on loans.

**Medicine**

Doctors, Nurses and Midwives need a firm understanding of medical ethics and many religious teachings directly influence their job. At GCSE we study abortion, euthanasia, contraception, fertility treatments, sanctity vs quality of life arguments.

**Police**

Police Officers need to have a good understanding of multi-faith and multi-cultural issues to do an effective job. They must show tolerance and understanding and be against prejudice and discrimination.

**Veterinary Medicine**

Vets need to make ethical decisions every day. They must be able to show empathy towards animals and their owners. At GCSE we study animal rights.

**Armed Forces**

The Armed Forces, especially the Army, should have a clear understanding of religious and cultural issues when they visit foreign countries. At GCSE, we study peace and conflict.

If you require any further information regarding GCSE RS, please do not hesitate to contact either Miss Rigby ([arigby@gshs.org.uk](mailto:arigby@gshs.org.uk)) or Mrs Wigzell ([swigzell@gshs.org.uk](mailto:swigzell@gshs.org.uk)) or go to the AQA website for further details of the specification.

## **SPORT – Pearson BTEC Tech Award Level 1 and 2**

This course is equivalent to one GCSE grade 9 - 4. At the end of the course students will be awarded a Level 2 Pass, Level 2 Merit or Level 2 Distinction based on the combination score of the assignments and examinations that they have completed. The course is predominantly made up of theory-based work with students completing tasks and assignments based on key sporting themes.

### **Key topics on the course include:**

- Components of Fitness & The Principles of Training
- Training Methods
- Fitness Testing and analysis of Results
- Anatomy & Physiology
- Analysing Sporting Performance
- The Roles & Responsibilities of Officials in Sport
- The Technical & Tactical Demands of different Sports
- Technology in Sport
- Personality and its Effect on Sports Performance
- The Influence of Motivation and Self-Confidence on Sports Performance

### **What is the course structure?**

The course is made up of three specialist components, which are studied over the 2 years. Two components are assessed through the completion of controlled assessments. One component is assessed through the completion of an external exam at the end of Year 11.

### **What subjects will I study?**

<b>Component Number</b>	<b>Component Title</b>	<b>How Assessed</b>
1	Preparing participants to take part in sport and physical activity.	Internally Assessed Externally moderated
2	Taking part and improving other participants sporting performance.	Internally Assessed Externally moderated
3	Developing fitness to improve other participants performance in sport and physical activity.	External – 1.5 hr exam

### **Student's eligibility:**

This course is recommended for any student who has a strong interest in sport and the theory behind sports performance. Students will be required to extract relevant information and apply this to written coursework assignments with set deadlines. Students will also need to be able to retain information well and be able to apply this knowledge to extended written questions and tasks in an examination. This course gives students a foundation for taking on a job in the sports sector when they leave school post 16 or after 6th form. This course will act as an effective introduction for students wanting to continue studying a Level 3 vocational course (the school currently offers a BTEC Level 3 Extended Certificate in Sport in Year 12/13) or studying A-Level PE post 16. It would also be a good introduction for students wishing to take on training contracts or an apprenticeship.

Students should be aware that, whilst there is a practical element to the course, a very keen interest in the theory behind sporting performance will be required to effectively complete the assignments and meet the assessment criteria for each task.

**Please see Mr. O'Dea for further information.**

# CONSTRUCTION AND THE BUILT ENVIRONMENT (Level 1/2)

Would you love the opportunity to transform the world around you?

Are you looking to learn about new technologies, materials and processes that are involved in construction projects?

Do you want to develop a good foundation for a successful career in construction?

If so, it's time to – find out more about this exciting qualification today!

## WHAT WILL I STUDY?

This qualification is made up of one mandatory unit (Unit 1), which all students will need to complete, and an optional unit chosen by the school, for you this is Unit 3.

Unit	Unit Title	Type of Assessment	Weighting	Assessment date
Unit 1	Introduction to the Built Environment	External (Exam, 90 minutes)	40%	May / June of Year 11
Unit 3	Constructing the Built Environment	Internal (x3 Non-Exam Assessment – NEA coursework's, 10 hours each)	60%	June (Year 10) till March (Year 11)

### Unit 1 - Introduction to the Built Environment

This unit introduces learners to the construction sector and the type of professional and trade roles and activity that is undertaken. The learner will explore the different types of buildings and structures that the built environment forms. Sustainability and the impact of the built environment on the local community is explored along with reduction measures that can be employed.

In studying for this unit, learners will develop knowledge, skills and understanding in the following areas of content: The exam will last 1 hour and 30 minutes, it will be made up of short and extended response questions.

- 1.1 - The sector
- 1.2 - The built environment life cycle
- 1.3 - Types of building and structure
- 1.4 - Technologies and materials
- 1.5 - Building structures and forms
- 1.6 - Sustainable construction methods
- 1.7 - Trades, employment and careers
- 1.8 - Health and safety

## Unit 3 - Introduction to the Built Environment

The realisation of construction projects requires the services of many construction specialists. A significant number of these specialists will be engaged in what are often referred to as 'trades' (see unit 1 - 1.7).

Unit 3 requires learners to complete a construction project which focusses on the preparation and completion of three realistic trade-based tasks. You will study three construction trade areas of the built environment, including planning, undertaking and evaluating construction tasks.

- 3.1 Interpreting technical sources of information
- 3.2 Planning and organising work
- 3.3 Identifying resource requirements
- 3.4 Calculating the materials required
- 3.5 Writing and setting success criteria
- 3.6 Prepare for construction tasks
- 3.7 Carrying out techniques
- 3.8 Removing and disposing of materials
- 3.9 Working practices that promote health and safety
- 3.10 Evaluating construction tasks.

For further information you can see **Mr. Hall in G10**. Alternatively, use one of the links below.

1. Qualification specification, key documentation and sample exam material:

[https://www.edugas.co.uk/qualifications/level-1-2-vocational-award-in-construction-and-the-built-environment/#tab\\_keydocuments](https://www.edugas.co.uk/qualifications/level-1-2-vocational-award-in-construction-and-the-built-environment/#tab_keydocuments)

2. Online revision for each of the 8 Unit 1 sub-units that you need to know for your exam:

<https://resources.wjec.co.uk/Pages/ResourceByArgs.aspx?subId=96&lvlId=2>

# **APPLIED STUDIES (Hair and Beauty) VTCT CO2A5 Level1/2 Technical Award in the Study of Hair and Beauty**

To be awarded the VTCT Level1/2 Technical Award in the Study of The Hair and Beauty, learners must achieve a Level 1 pass or higher in the following assessments.

Assessment by examination (external written exam 120 minutes, 40% weighting)

Non-exam assessment (synoptic assignment, 20 hours, 60% weighting)

The qualification consists of three mandatory units:

\***UCO90**-Business and entrepreneurship in hair and beauty sector.

LO1 – Understand the structure and concept of hair and beauty businesses.

LO2 – Understand enterprise and entrepreneurship in the hair and beauty sector.

LO3 – Understand marketing and its role in the promotion of hair and beauty. products and services

\***UCO91**-Anatomy, physiology, and cosmetic science

LO1 - Understand the role of cosmetic ingredients.

LO2 – Understand the structure and function of the integumentary system.

LO3 – Understand the development of hair and beauty products.

\***UCO92**-Design in the hair and beauty sector

LO1 – Understand design briefs in the hair and beauty sector.

LO2 – Know how to plan and develop a design brief project.

LO3 – know how to present and review a design brief project.

1. Qualification specification

<https://qualifications.vtct.org.uk/finder/qualfinder/1Qualification%20Specification/CO2A5.pdf>

2. Specimen Assessment Material

<https://qualifications.vtct.org.uk/finder/qualfinder/2Specimen%20Assessment%20Material/CO2A5.pdf>

3. Exemplar Exam Paper

<https://qualifications.vtct.org.uk/finder/qualfinder/3Exemplar%20examination%20paper/CO2A5.pdf>

4. Command Verbs

<https://qualifications.vtct.org.uk/finder/qualfinder/3Examinations%20Resource%20for%20Teachers%20and%20Assessors%20-%20Command%20Verb/CO2A5.pdf>

For further information you can see **Miss Ring in G09**.

# Notes