



St Katherine's School

# St Katherine's School

## Year 9 Options

2020-2022



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# Timeline

<b>31<sup>st</sup> January</b>	Assembly about option process
<b>31<sup>st</sup> January – 12<sup>th</sup> February</b>	Tutorial time discussion on options
<b>12<sup>th</sup> February</b>	Options Evening 7.00pm-9.00pm – ideal opportunity to ask questions about the courses you are interested in studying
<b>17<sup>th</sup> – 21<sup>st</sup> February</b>	Half Term
<b>6<sup>th</sup> March</b>	Deadline for handing in options form
<b>13<sup>th</sup> March</b>	Students invited for interview from 13 <sup>th</sup> March
<b>11<sup>th</sup> May</b>	Options confirmation letter sent out to parents/carers
<b>June</b>	Draft timetable completed
<b>July</b>	Timetable finalised

We wish you well in making your choices as a family. Please do not hesitate to contact the school if you have any questions about the process.

# Introduction

Preparing for Key Stage 4 is an exciting opportunity to choose those subjects that you will study in Years 10 and 11, and possibly beyond. For the first time in your education, you will have a real say in your learning pathway. You will make very important decisions about what you want to achieve by the end of Key Stage 4 and you should not consider taking these decisions alone.

Outlined below are some of the questions you may have about KS4 Options. Please take time to read this section carefully.

## **Why must I choose?**

There is not enough time in Years 10 and 11 to enable you to do justice to all subjects. You may also be more interested or talented in some subjects than others – each person has his or her own special aptitudes and interests.

## **What types of course are on offer?**

We offer a wide range of GCSEs and vocational courses. Many of the subjects are already familiar to you.

## **What subjects are compulsory?**

Next year all students will study the core subjects listed below. This is to ensure you are well prepared for life after St Katherine's. You must continue to study English and mathematics as the ability to speak and write clearly, and to understand numbers and quantities is essential in all walks of life. In addition, all students will continue to study science as, in an increasingly technological world; this is an important area of knowledge for all.

### **Core (qualification courses):**

English

Mathematics

Science

### **Core (non-qualification courses):**

Physical Education

Society and Culture

Work Experience

### **Why should I choose from a broad range of subject areas?**

Like many young people of your age, you may have very little idea of what you want to do after you leave school. This means it is very important for you to study a **broad and balanced range of subjects**. Doing this will enable you to keep as many opportunities as possible open to you in the future. However, if you **do** have a particular career in mind already it is **essential** that you check with your subject teachers and tutor that your choice will enable you to follow this career. Your choices **NOW** can affect your career opportunities later on so **check your facts carefully**.

### **How many subjects can I choose?**

You need to **select five subjects** you will be asked to rank them in order of preference. You will **study four options**.

### **Will I get my first four (1-4) subject choices?**

We try to give as many first choices (1-4) as possible and construct a timetable which will work for you and the school. The vast majority of students get their choices, taking into account the fifth preference, although this is not always possible. Sometimes we do not have enough interest in a subject for us to run it and **all option subjects will run subject to sufficient numbers**.

### **What examinations will be involved?**

All courses involve at least one written exam, excluding performing arts. Check the course outline later in the booklet for the assessment methods for each qualification.

### **Changes to GCSE grading**

From September 2017 all GCSE courses became linear which are assessed through written examinations at the end of Year 11 and graded 9-1.

### **Who can help me choose?**

You are making important decisions so do not be afraid to ask for help and advice from your teachers, tutors and others; the best decisions are made when you are well informed. Use every opportunity to ask questions of the following:

#### **Your Parents and Carers**

They are a very important influence on you and are aware of your interests and potential.

#### **Tutor & Head of House**

Your head of house and tutor are key people in this process and can give you a good idea of your overall progress to date and help you to see yourself in perspective. If you are unsure, ask them for help.

#### **Subject teachers**

They can tell you whether you will have the aptitude, talent and appropriate level of skills to enable you to succeed in their subject.

<b>Options Evening</b>	This provides an opportunity to discuss subjects with staff and to obtain additional information – make sure you ask any questions you have.
<b>Year 9 progress check</b>	This may highlight some of your strengths and weaknesses.
<b>Options interview</b>	You may have an individual interview to review your choices.
<b>Careers advice</b>	Impartial and up to date careers advice is available via <a href="http://careerpilot.org.uk">careerpilot.org.uk</a> including information on future career choices.

### **How should I choose my options?**

- a) Read this booklet carefully.
- b) Attend the Options Evening.
- c) Ask questions of yourself, e.g. which subjects do I like most? Which subjects do I do well in? Think about:
  - What will I learn?
  - How will I learn?
  - How will I be assessed?
  - What qualification will I get?
  - What could I go on to do when I finish?

**If you have a firm career idea**, choose subjects that you will need for the next stage of your career journey i.e. the subjects you need to go into Further or Higher Education or into an Apprenticeship (see the Jobs4u website listed below for more information). Think ahead, what qualifications or subjects will you need?

**If you do not have a firm career idea**, choose subjects that will allow you to keep your options open. Get to know yourself. Do some research about different careers; learn what people do at work, and find out how much they earn.

Useful websites:

- **For help choosing options:** [www.careerpilot.org.uk](http://www.careerpilot.org.uk)
- **For finding out more about careers:** <http://nationalcareersservice.direct.gov.uk> or [www.icould.com](http://www.icould.com)
- **For thinking about what careers might suit you:** [www.cascaid.co.uk/kudos](http://www.cascaid.co.uk/kudos)
- **Visit the Youth Employment Services (YES):** [www.facebook.com/YESNSC](http://www.facebook.com/YESNSC)

### **Good reasons for choosing a course:**

- ✓ You are good at the subject
- ✓ You think you will enjoy the course
- ✓ You are interested in the knowledge and skills it develops
- ✓ It will give you plenty of choice in the future
- ✓ You think that you might want to continue studying it after Year 11 e.g. at A Level
- ✓ It goes well with your other choices

### **Bad reasons for choosing a course:**

- X Your friends are doing it – don't pick something just to be the same as other people
- X People say it is easy
- X You like the teacher you have now (someone else might teach you next year)
- X Someone else thinks it is a good idea but you disagree
- X You did not have time to research your options properly
- X You think it is a good course for a boy or a girl

Remember that alongside the formal curriculum there will be many opportunities to continue personal development beyond the classroom. These will include trips and visits, work experience, sporting fixtures and performances.

### **Remember!**

- *Do* select subjects you *enjoy* studying.
- *Do* select subjects at which you are successful.
- *Do* ask for advice and *find out about a subject*, as you will be studying it for two years.
- *Do not be influenced by the choices made by your friends*. Their plans for the future, along with their interests and skills, will not necessarily suit you. *Do not* select a subject because you like a teacher. You may have a *different* teacher.

### **If in doubt.....ask**

You will find it helpful to talk to: your parents or carers; subject teachers; other relatives and friends; your Form Tutor or Head of House. You may also have an interview with Mr Francis-Black where you will be able to discuss your choices.

### **Allocating options**

We will make every effort to allocate to students their preferred option choices. However, there are occasions when this will not be possible. For example:

- Too few students have selected a particular subject;
  - In the professional opinion of staff the student would not be suited to the subject selected
  - It is simply impossible to timetable all the combinations selected by students.
- If this happens, we will inform the students and help them explore other possibilities.

# Qualifications

There are different types of qualifications available and more detail is available on the following pages for each subject area. The different types of qualification are:

## **GCSE**

GCSEs (General Certificate of Secondary Education) are highly valued by schools, colleges and employers. These qualifications mainly involve studying the theory of a subject, combined with some investigative or practical work. GCSE are usually assessed by a combination of written exams and controlled assessment.

### **Changes to GCSE grading in 2017 for all subjects**

From September 2017 all subjects adopted the new 9-1 GCSE qualification.

The main features of the new GCSE are:

1. A new grading scale of 9 to 1 will be used, with 9 being the top grade. This will allow greater differentiation between students and will help distinguish the new GCSEs from previous versions.
2. Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
3. There will be new, more demanding content, which has been developed by government and the exam boards.
4. Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
5. Exams can only be split into 'foundation tier' and 'higher tier' if one exam paper does not give all students the opportunity to show their knowledge and abilities.



## **Vocational qualifications:**

Vocational courses are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background. Assessment is mostly on-going throughout the course with one externally assessed exam.

### **Vocational Grading**

L2 Distinction\*

L2 Distinction

L2 Merit

L2 Pass

L1 Pass

**The English Baccalaureate:** Whilst not a qualification in itself, the English Baccalaureate was introduced by the Government in 2010 to promote the uptake of academic subjects, especially those most likely to be required or preferred for entry to degree courses, especially for the Russell Group of universities. The English Baccalaureate remains a key focus of government policy and is promoted in the 2016 reforms and beyond. English Baccalaureate recognises where students have secured a 5 grade or better across a core of academic subjects – English, mathematics, science, history or geography and a language.

# English

Exam Board: WJEC Eduqas GCSE 9-1  
Qualifications: English Language and English Literature  
Staff Contact: Ms Jefferson

## Introduction

During the English language and English literature course you will gain unique creative and technical skills that will help you understand more about yourself, your community and the world you live in.

You will study the practical aspects of fluent writing, as well as discuss how characters respond to the situations and the societies they are in, becoming proficient at 'reading between the lines' to understand the inference that underpins human communication.

## Assessment

100% examination at the end of Year 11: you will complete four examination papers, two in English language and two in English literature.

There is also a compulsory speaking and listening assessment. This is not part of the final examination grade but appears on your certificate and can be included on your curriculum vitae.

## Course Outline

- Comprehension and analysis of a range of 19th and 21st century fiction and non-fiction texts
- Writing in a range of forms and styles for a wide variety of purposes
- Creative writing - the art of storytelling
- Detailed study of a Shakespearean play, a nineteenth century novel, a twentieth century text and poetry from the Romantic period through to the twenty first century

## Will it suit me?

English is an essential communication tool. Strong English skills help us to build and maintain relationships in our personal and work life, achieve goals, understand others' points of view and enjoy fluent reading, writing and speaking. English is at the heart of everything we do.

## Progression

Many Level 2 college placements and employers require a good pass in English, defined by the government as grade 5. St Katherine's English literature A-Level course, which has a track record of excellent results and opens up Further Education placements from journalism to teaching and management, is highly popular. Many English students progress to top universities.

# Mathematics

Exam Board: Edexcel GCSE 9-1  
Staff Contact: Miss Daniels

## Introduction

GCSE Mathematics is a natural progression from Key Stage 3. Students have begun working towards the demands of the new GCSE course during Year 9 mathematics lessons. There is a greater emphasis on problem solving and reasoning, essential skills for all areas of study.

## Assessment

- Three written exams each 90 minutes
- Two papers using a calculator and one without a calculator
- Each paper is worth 80 marks
- No controlled assessment
- Students will be entered at either Foundation or Higher tier:

Higher: grades 4 to 9

Foundation: grades 1 to 5

Exam questions will cover three assessment objectives:

Topics	H tier	F tier
Using and applying standard techniques	40%	50%
Reasoning, interpreting and communication mathematically	30%	25%
Solving non-routine problems in mathematical and non-mathematical contexts	30%	25%

## Course Outline

The five content areas are:

- Number
- Ratio, Proportion and Rates of Change
- Algebra
- Geometry and Measures
- Statistics and Probability

## Progression

For those considering further study of maths or maths related subjects, the higher level course leads directly to A level maths.

# Combined Science

Exam Board: AQA Combined Science: Trilogy  
Staff Contact: Mrs Ivey

## Introduction

If you do not select Triple Science as an option then you will automatically be entered for this course. You will still study all three Sciences but they will be combined for assessment purposes so you will receive two overall grades for Science. The course will be supported with an electronic textbook and a comprehensive range of online resources.

## Assessment

There will be six exams at the end of Year 11, each of which will cover discrete aspects of Biology, Chemistry and Physics. The exams will contain multiple choice, structured, closed short answer, and extended writing questions. There will be no coursework, instead students will study 21 required practicals that they will be tested on in the final examinations, this will be worth 15% of the final grade. The course will also require mathematical skills for science, which will be worth 20% of the final grade. Students will be entered for either foundation or higher tier. Foundation tier covers grades 1-1 to 5-5 and higher tier covers grades 4-4 to 9-9. Students will receive a double grade from 9-9 to 1-1 and this will count as 2 GCSEs.

## Course Outline

Students will study several biology, chemistry and physics chapters in Year 9, 10 and 11. Topics will include cell biology, organisation, infection, bioenergetics, homeostasis, inheritance, evolution, ecology, atomic structure, the periodic table, bonding and structure, quantitative chemistry, chemical change, energy change, rates of reaction, organic chemistry, chemical analysis, chemistry of the atmosphere, resources, forces, energy, waves, electricity, magnetism, and the particle model. In most cases students will have a separate biology, chemistry and physics teacher.

## Will it suit me?

Combined Science gives a foundation for any further scientific courses. If you do not study triple science you will study combined science

## Progression

Combined Science provides preparation for any future science qualification including A-levels in Biology, Chemistry and Physics (if a grade 6-6 or better is obtained). A grade 4 or above in a science GCSE is also a requirement of several academic and vocational post 16 courses.

# Art and Design

Exam Board: AQA GCSE 9-1

Staff Contact: Ms E Tallis

## Introduction

The art and design course is great for those who enjoy practical activities, although there is a requirement to complete relevant analytical writing too. It caters for a broad range of interests and is very good preparation for further study in art A Level (the GCSE results for art and design are always high and many Year 11 students decide to follow A Level art in Year 12). The creative industry is one of the largest in Britain and many students who began with GCSE Art and Design at St Katherine's have since progressed to earning a living as creative professionals in teaching, graphic design, television production and illustration, for example.

## Assessment

Art staff provide regular feedback using various methods including constructive advice during lessons and written targets and comments and assessment grades. These accompany the school's usual reporting structure. The **coursework** element of this course constitutes **60%** of the marks available in the final assessment and the **exam project**, the remaining **40%**.

## Course Outline

A full range of 2 and 3 dimensional tasks embrace drawing, painting, collage, photomontage, photography, printing, and ICT and construction methods. Coursework sketchbooks form a crucial part of this GCSE. Used throughout Year 10 and Year 11, students use sketchbooks like a visual diary to record the creation and development ideas, make notes on gallery visits, research works by artists and designers, and provide evidence of experimentation with media and techniques. Staff lead workshops in lessons to demonstrate practical techniques and then provide coursework projects that encourage students to apply techniques they have learned to the realisation of creative and skillful outcomes.

## Will it suit me?

KS3 study in art and design prepares students very well for GCSE work. Artistic ability and a creative awareness are obviously important if a student is to be successful on this course. If you are in doubt as to whether you are suited to this course, ask for advice from an art teacher. We will be pleased to help you.

## Progression

A Level Art and Design

Higher education courses e.g. costume, animation, game design, illustration.

# Computer Science

Exam Board: OCR GCSE 9-1

Staff Contact: Mr Bates

## Introduction

There are two parts to this course, theory and practical. You will learn the theoretical knowledge to understand how the hardware inside a computer works and the implications for programming a computer to carry out tasks. Through the study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills. For many, it will be a fun, interesting and challenging way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

## Assessment

- Section 1: J277 (01) From 2020– Computer systems - Written Examination (50%)
- Section 2: J277 (02) From 2020– Computational thinking, Algorithms and Programming – Written Examination (50%)

## Course Outline

A GCSE in computing enables students to;

- undertake programming tasks during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B)
- develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts
- use their knowledge and understanding of computer technology to become independent and discerning users, able to make informed decisions about the use and be aware of the implications of different technologies
- acquire and apply creative and technical skills, knowledge and understanding of computer systems in a range of contexts
- develop computer programs to solve problems
- develop the skills to work collaboratively

## Will it suit me?

- Are you interested in how computers work?
- Would you like to learn how to solve problems using a programming language?
- Do you like carrying out research into computer technologies?
- Computing is a scientific discipline and students studying the course would benefit from having a secure foundation of mathematical understanding.

## Progression

GCSE computing course prepares you for life in a world where computers are everywhere. Students who study GCSE Computing would be well positioned to harness the power of automation in many lines of work. Students can progress on to further study of Computing, including Computer Science at university.

# *Film Studies*

Exam Board: WJEC Eduqas GCSE 9-1

Staff Contact: Mrs Weatherson

## **Introduction**

GCSE Film Studies enables students to be both creative and analytical. If you enjoy learning new skills, being creative and analytical writing while exploring the history of film, then GCSE Film Studies is for you. The course involves creating your own film and studying a range of films from Hollywood blockbusters to British independents.

## **Assessment**

Students are required to undertake two end of year examinations worth 70% (when combined) and create their own film worth 30% of the final mark.

## **Course Outline**

- Coursework (30%): Will involve a mixture of practical and written work. Students will research a particular genre of film and then plan, film and edit their own film opening. The students will learn how to use DSLR cameras and how to edit using Adobe Premier Pro software.
- Examinations (70%): There are two separate exams both worth 35%. The first exam involves learning about the history of film and comparing a film from the 1950s with the 1980s, the impact of technology on the industry and the influence of independent film. The other exam will require the study of three exams including a foreign film and films made outside of the UK for a British audience.

## **Will it suit me?**

- Do you enjoy learning watching and analysing film?
- Do you enjoy writing analytically?
- Do you enjoy being creative and learning how to use new software?
- Do you enjoy discussing films you have seen?
- Do you enjoy thinking about how technology has changed over time and the impact that has had on the film industry?

## **Progression**

- AS Media Studies/ Film Studies
- Media apprenticeship opportunities

# Food Preparation and Nutrition

Exam Board: AQA GCSE 9-1

Staff Contact: Miss Sutton

## Introduction

If you are interested in what you eat, and/or you are interested in a career in the Food Industry, then you should consider taking food preparation and nutrition GCSE. Food preparation and nutrition enables you to make connections between theory and practice so that you are able to apply your understanding of food science and nutrition to practical cooking.

## Assessment

**Written Examination 50%:** The paper will test a candidate's knowledge and understanding of food preparation and nutrition. (1 hour 45 minutes)

### Controlled Assessment:

There will be 2 assessed practical tasks that take place in Year 11. Students will be required to produce a portfolio showing their research, designing, making and evaluations of the foods produced.

**Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

**Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

## Course Outline

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

## Will it suit me?

Students will need to be prepared to try new and different recipes, prepare ingredients for lessons approximately once a week, and spend some time at home practising culinary skills. Students must remember that there are 2 controlled assessments so written work is also required.

You will need to buy ingredients for a range of practical investigations and dishes once a week. This can be costly and therefore we would ask you to speak to us in advance if there is likely to be any issues with this cost as there maybe support available.

## Progression

It is an ideal GCSE course for any students: attracted to a health or medical related career; interested in sport and health; or wishing to enter the catering, hospitality and food production industries.



# *French*

Exam Board: AQA GCSE 9-1

Staff Contact: Mrs Maringo

## **Introduction**

Being able to speak a foreign language can open doors for you; GCSE equips you with enough language to book and spend holidays in countries where the language is spoken, to communicate in a business environment, to make friends and to have informal conversations. You will also be taught language learning strategies, making it easier to learn another one in the future.

## **Assessment**

- Paper 1: Listening exam 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE
- Paper 2: Speaking Non-exam assessment 60 marks (for each Tier) 25% of GCSE
- Paper 3: Reading 60 marks (for each Tier) 25% of GCSE
- Paper 4: 50 marks at Foundation Tier and 60 marks at Higher Tier 25% of GCSE

## **Course Outline**

The GCSE course builds on language skills and vocabulary you have learned in KS3. You will learn to apply your skills in new contexts, to express your opinions and discuss current issues. Teaching and learning make use of a variety of methods including online interactive learning, performing role plays and watching foreign language films as well as using traditional textbooks to support your learning.

## **Will it suit me?**

Learning languages can be challenging and rewarding. You would enjoy studying one or 2 languages at GCSE level if you:

- want to improve your career prospects – many occupations want people with some language skills
- like a mental challenge – languages are an academic subject and success requires concentration
- want to develop skills you can make use of for the rest of your adult life such as memorisation techniques, effective communication, active listening and using reference sources

## **Progression**

A GCSE in French at a Grade 6 or more can give you access to an A level languages course. Some universities are considering making a language GCSE an entry requirement, one of the Russell Group universities has already done so (UCL). With a GCSE in a language you could take up an A level course at a later date at higher education level to combine with other subjects.

# Further Maths

Exam Board: AQA Level 2 Certificate  
Staff Contact: Miss Daniels

## Introduction

AQA Level 2 Certificate in Further Maths is designed to stretch and challenge high achieving mathematicians. It is equivalent to a full GCSE course, but it doesn't cover the full Key Skills 4 (KS4) programme of study, which must still be covered.

It complements GCSE Maths by encouraging students' higher Mathematical skills, particularly algebraic reasoning. Students who have GCSE Maths and AQA Level 2 Certificate in Further Maths can move onto the deeper material of AS and A2 Level Maths and Sciences knowing they will be fully stretched and challenged.

AQA Level 2 Certificate in Further Mathematics emphasises higher order technical proficiencies, problem solving skills and rigorous argument. Students are introduced to calculus and matrices, and develop further their skills in Trigonometry, graphs and functions.

## Assessment

The course is assessed by one non calculator 90 minute exam and one 2 hour calculator exam.

## Course Outline

Further maths is an additional course, which is offered to students in Set 1, to broaden their mathematical experiences and improve their knowledge of the topics required for study at A-Level. It runs after school on a Tuesday for the whole of year 10 and year 11, students must be prepared to commit to all of the after school lessons.

## Will it suit me?

Eligible students will be sent a letter during term 3 of year 9 to see if they are interested and prepared to commit the time, as it will run after school during year 10 and year 11.

## Progression

During this course you will have acquired important skills required for studying other subjects, including biology, psychology, economics, geography, engineering and archaeology. Many aspects of the course overlap with Science and Geography GCSE. If you continue with mathematics at A Level you will find that you already know a significant amount of the content of the pure units.

# Geography

Exam Board: Edexcel Geography B GCSE

Staff Contact: Mr Mclean

## Introduction

How will we feed 10 billion people in 2050?

How can smartphone apps reduce the damage caused by earthquakes?

Is climate change due to human activity, or natural processes?

Will low lying Pacific Ocean islands survive sea level rise?

How can extreme poverty in the developing world be eliminated?

How has the UK changed in the 21st century? How much global status do we still have?

Are tropical rainforests worth saving?

How has Bristol changed and what are our key challenges and opportunities?

This new and exciting course investigates questions like these, providing an excellent mix of traditional and modern geographical issues.

## Assessment

Three 90 minute papers to be taken at the end of Year 11. They contain a mixture of 1, 4, 6, 8 and 12 mark questions.

In class assessment and exam preparation will take place throughout the two years.

## Fieldwork

Students undertake at least two days of fieldwork, to include an investigation on the coast and an urban investigation in Bristol.

## Course Outline

Paper 1: Global Geographic Issues - Hazardous Earth, Development Dynamics, Challenges of an Urban World

Paper 2: UK Geographic Issues - UK evolving physical landscapes, UK evolving human landscape, fieldwork

Paper 3: People and the Biosphere, Forests under Threat, Consuming Energy Resources

## Will it suit me?

Geography investigates what is happening right now on our planet. If you are curious about why the world is as it is, why decisions in one country affect another and what we can do to help the world's most vulnerable people, then you are a Geographer.

## Progression

Geography works well with many subjects, including Maths, Biology, Business, History, Philosophy & Belief, Engineering and PE. It is valued by employers due to the skills it develops. Geography is an Ebacc subject and is highly regarded by Russell Group Universities. Pathways could include finance, public sector work, non-profit charitable work, environmental conservation, development, teaching, travel and tourism, sustainability, engineering or international/national development.

# History

Exam Board: Edexcel GCSE 9-1  
Staff Contact: Mrs Cavanagh

## Introduction

During the 1930s Hitler's Nazi party gained more and more support and by 1938 the Nazi party controlled almost every aspect of life in Germany. Study how the rise of Hitler was made possible and explore how he extended his control over Germany. Investigate the strange and often gruesome ways in which humankind has fought disease through the ages as well as studying the impact that fighting had on surgery. Our GCSE course also examines the relationship between Henry VIII and his ministers as well as the development of the Wild West.

## Assessment

There are 3 exams to complete and these will all be taken at the end of Year 11. There will be a mixture of in-class assessments and homework set throughout the year to prepare you for this.

## Course Outline

Unit 1 – **A Thematic study and historic environment** – Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches

Unit 2 – **A Period study of International history and a British depth study** – The American West and Henry VIII

Unit 3 – **A Modern depth study** – Weimar and Nazi Germany, 1918-1939

## Will it suit me?

Do you:

Love a challenge?

Like to debate?

Enjoy working with evidence?

Enjoy reading?

If so, maybe history is the subject for you at GCSE!!

## Progression

History is one of the most highly regarded subjects by employers

It is a useful qualification for:

- Teaching
- Museum work
- Local Government
- Law
- Journalism
- Civil Service
- Police
- Library & Archives
- International Relations

# Music

Exam Board: AQA GCSE 9-1  
Staff Contact: Miss Adams

## Introduction

GCSE Music is a challenging and varied course involving composition, performance, musical theory and listening work. It covers a wide range of music from Bach and Beethoven to the Beatles and beyond! It should only be considered by students who play an instrument (including voice) to around grade 3 standard.

## Assessment

**Component 1: Understanding Music** – assessed through a one hour thirty minute listening exam at the end of the course (40% of final grade)

**Component 2: Performing Music** - – coursework assessed by teacher (30% of final grade)

**Component 3: Composing Music** - coursework assessed by teacher (30% of final grade)

## Course Outline

**Component 1: Understanding music** - focuses on listening and contextual understanding of a range of music from different periods. The focus is on aural skills rather than memorising facts. It also includes the study of some set works; Haydn 'Clock' Symphony 2nd movement and 3 songs from The Beatles Sgt Peppers Lonely Hearts Club Band

**Component 2: Performing Music** - one solo and one ensemble (group) performance.

**Component 3: Composing Music** - two compositions; one free choice and one to a set brief.

## Will it suit me?

The course would suit anyone who loves music; however, you do need to play an instrument to a good standard (this can be voice). You need to be someone who is willing to study a wide range of different types of music, from classical to world music to hip hop. You need to be disciplined and focussed to rehearse for the performances and enjoy composing your own music.

## Progression

GCSE Music allows progression to AS and A level Music courses. It would also be suitable for those interested in careers in the Music Industry. The course is viewed very favourably by further education establishments and employers as it is academic yet also requires a range of transferable skills such as communication, group work, self-discipline and confidence.

# *Philosophy and Beliefs*

Exam Board: WJEC Eduqas GCSE 9-1 in Religious Studies  
Staff Contact: Mr Murdoch

## **Introduction**

Philosophy and Beliefs is about developing the ability to think and reason about some of the most fundamental questions of human existence. The course draws upon thousands of years of human thought to consider how we should live and understand the world as citizens of the 21<sup>st</sup> Century. It considers a number of philosophical and ethical positions on a variety of topics, from both religious and non-religious perspectives. The religious perspectives on the world chosen for study are Christianity and Buddhism.

## **Assessment**

- 1x2 hour examination (Philosophical and Ethical Issues in the Modern World)
- 1x1 hour examination (Christianity: Beliefs and Practices)
- 1x1 hour examination (Buddhism: Beliefs and Practices)

## **Course Outline**

Philosophical and Ethical Issues include:

- Relationships (families, sex, marriage and gender equality)
- Life and Death (the origin of life, the value or otherwise of human and animal life, Life after Death, Abortion and Euthanasia)
- Good and Evil (the nature of good and evil and the religious responses to the philosophical problem of evil and suffering, Crime and Punishment and forgiveness)
- Human Rights (Human Rights, Social Justice, Wealth and Poverty and Religion in the 21<sup>st</sup> Century)
- We also study the beliefs and practices of Christianity and Buddhism

## **Will it suit me?**

If you enjoy thinking, discussing, arguing and debating then this course is for you. If you have a curious mind that is interested in philosophical questions such as what happens when we die, ethical questions such as should abortion be made illegal and if you have an interest in religion and its role in the modern world, then this course is for you. If you want to develop as a thinker and improve your all round ability to reason, evaluate and build an argument in this and other subjects then this is definitely the course for you.

## **Progression**

Besides developing the important skills of thinking and reasoning, this course leads naturally to A-levels in Philosophy, Religious Studies and Critical Thinking. It also supports progression to Psychology, Sociology, English, Politics, History and Geography A-Levels. This GCSE is beneficial for any student looking to go into Law, Journalism, Teaching, Medicine and Politics, the Civil Service or any other job that requires logical and creative thinking.

# Photography

Exam Board: AQA GCSE 9-1  
Staff Contact: Mrs Weatherson

## Introduction

A chance to demonstrate your creativity, develop a skill in using Adobe photoshop and take your camera off the auto setting to see the world from a new perspective. You will be given a variety of different briefs, have opportunities to work independently and with others, explore artistic techniques and study the world of creative digital art.

## Assessment

Staff provide regular feedback using various methods including constructive advice during lessons and written targets and comments and assessment grades. These accompany the school's usual reporting structure. The **coursework** element of this course constitutes **60%** of the marks available in the final assessment and the **exam project**, the remaining **40%**.

## Course Outline

Students will get to grips with using the DSLR cameras and learn how to use various settings through a series of briefs: Drawing with light, You and Me, Patterns, Texture and Surrealism before progressing towards their own extended project.

They will experiment with shutter speed, lighting and aperture and also learn how to navigate Adobe Photoshop to enhance their work.

## Will it suit me?

If you enjoy being creative, having an independent approach to your work, learning new skills, exploring artists' work and learning new techniques, then this is the course for you. As well as exploring Adobe Photoshop, we look at other techniques and processes and you will be encouraged to create your own websites to showcase your work. You will be guided through all the stages but have the freedom to shape your own ideas along the way.

## Progression

The course will contribute to other GCSE courses and support further progression towards A level and alternative Level 3 study. The course compliments the majority of subjects but might naturally link to further study in: computer design, graphics, photography, art, fashion, media and film.

# Spanish

Exam Board: AQA GCSE 9-1

Staff Contact: Mrs Maringo

## Introduction

Being able to speak a foreign language can open doors for you; GCSE equips you with enough language to book and spend holidays in countries where the language is spoken, to communicate in a business environment, to make friends and to have informal conversations. You will also be taught language learning strategies, making it easier to learn another one in the future.

## Assessment

- Paper 1: Listening exam 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE
- Paper 2: Speaking Non-exam assessment 60 marks (for each Tier) 25% of GCSE
- Paper 3: Reading 60 marks (for each Tier) 25% of GCSE
- Paper 4: 50 marks at Foundation Tier and 60 marks at Higher Tier 25% of GCSE

## Course Outline

The GCSE course builds on language skills and vocabulary you have learned in KS3. You will learn to apply your skills in new contexts, to express your opinions and discuss current issues. Teaching and learning make use of a variety of methods including online interactive learning, performing role plays and watching foreign language films as well as using traditional textbooks to support your learning.

## Will it suit me?

Learning languages can be challenging and rewarding. You would enjoy studying one or 2 languages at GCSE level if you:

- want to improve your career prospects – many occupations want people with some language skills
- like a mental challenge – languages are an academic subject and success requires concentration
- want to develop skills you can make use of for the rest of your adult life such as memorisation techniques, effective communication, active listening and using reference sources

## Progression

A GCSE in Spanish at a grade 6 or more can give you access to an A level languages course. Some universities are considering making a language GCSE an entry requirement, one of the Russell Group universities has already done so (UCL). With a GCSE in a language you could take up an A level course at a later date at higher education level to combine with other subjects.



# Triple Science

Exam Board: AQA GCSE 9-1

Qualifications: Biology, Chemistry and Physics

Staff Contact: Mrs Ivey

## Introduction

Triple science allows students to study a wider range of scientific principles. Triple science is well regarded by employers and education providers. Students will develop STEM skills that are in high demand in the workplace such as problem solving, research and analytical skills. It is estimated that in the future, 75% of all jobs will require STEM skills. There is a shortage of people with STEM skills, with employers unable to fill 43% of positions.

## Assessment

Each qualification is assessed by two exams at the end of Year 11. The exams will contain multiple choice, structured, short answer and extended writing questions. There is no coursework instead students will study 28 required practicals, which will be assessed in the final examinations, this will be worth 15% of each GCSE. Students will receive an extra 5 lessons of Science to allow them the time to study extra topics. The course will also require mathematical skills for science, which will be worth an average of 20% of the final grades. Students will be entered for either foundation or higher tier. Foundation tier covers grades 1 to 5 and higher tier covers grades 4 to 9. Students will receive a separate GCSE grades for each qualification.

## Course Outline

**Biology:** cell biology, organisation, infection, bioenergetics, homeostasis, inheritance, evolution, ecology. Plus the following extra topics: the eye, plant diseases, monoclonal antibodies, growing bacteria, the brain, the kidney, thermoregulation, types of reproduction, DNA structure, cloning, the history of genetics, Charles Darwin, speciation, decomposition, food production and the impact of climate change.

**Chemistry:** atomic structure, the periodic table, bonding and structure, quantitative chemistry, chemical change, energy change, rates of reaction, organic chemistry, chemical analysis, chemistry of the atmosphere, resources. Plus the following extra topics: nanoparticles, fuel cells and batteries, titrations, alloys, the Haber process, polymers and DNA structure.

**Physics:** forces, energy, waves, electricity, magnetism, and the particle model. Plus the following extra topics: infrared radiation, nuclear fission and fusion, moments, levers and gears, forces and safety, light and lenses, pressure, transformers, electromagnetic devices, seismic waves, solar systems, stars and the universe.

## Will it suit me?

You should select this course if you are curious about the world around you and would like the opportunity to study STEM qualifications post 16.

## Progression

Triple Science is the best preparation for any future science qualification including A-levels in Biology, Chemistry and Physics. Students who study triple science tend to make a more successful transition to A-level science. Triple science is preferred by some universities for some courses such as medicine, nursing, veterinary science and engineering.

# *Business Studies*

Exam Board: OCR L1/2 Cambridge National Certificate in Enterprise and Marketing  
Staff Contact: Mr. Bates

## **Introduction**

Would you like to set up a business and be your own boss? Have you wondered how businesses run and about the different jobs people do?

The term 'enterprise' can cover anything from a sole trader in a local market to a multinational corporation selling products to millions of people all over the world. This course will introduce many aspects of business from creating your own business plan, marketing, finance, communication and work-related skills.

## **Assessment**

One examined unit that carries 50% weighting, with two internally assessed units weighted 25% each.

**RO64: Enterprise and marketing concepts.** (Written examination) 50% of total mark.

**RO65: Design a business proposal.** (Coursework module) 25% of total mark.

**RO66: Market and pitch a business proposal** (Coursework module) 25% of total mark

## **Course Outline**

**Enterprise and marketing concepts:** Students will explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

**Design a business proposal:** Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

**Market and pitch a business proposal:** Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch.

## **Will it suit me?**

OCR L1/2 Cambridge National Certificate in Enterprise and Marketing is a dynamic, exciting and practical course introducing the world of enterprise, marketing and work. You learn by completing projects and an external exam. This is an excellent course to take if you are interested in learning about different aspects of business and new skills. This course involves individual, paired, teamwork and presentation activities. You will develop skills in communication, presenting to others, interpersonal skills, working in a team and managing your time and meeting deadlines – all essential life skills!

## **Progression**

The qualification is recognised by employers, colleges and universities. It provides a good progression to more advanced business qualifications and an excellent foundation for working in business related careers such as Finance, Marketing, Personnel, Customer Service and Administration.

# Engineering

Exam Board: OCR L1/2 Cambridge National Certificate in Engineering  
Staff Contact: Mr Simmons or Mr Fey

## Introduction

Engineering is everywhere. Look out of the window and you will probably see something that has been engineered. It's fundamental to our modern economy and key to driving change and innovation. The Cambridge National in Engineering reflects this and will provide you with a solid foundation for understanding and applying this subject in your future working life.

Engineering design is a process used to develop and enhance new products and systems as a response to market opportunities. This qualification is an opportunity for you to develop a design specification and study the processes involved in designing new engineered products. You will use practical skills such as drawing, computer modelling and model making to communicate design ideas. The qualification will also encourage you to consult with a client and, with its practical focus, will engage them in producing, testing and evaluating a prototype in the form of a model.

## Assessment

This qualification is 120 Guided Learning Hours, and is equivalent to a GCSE in both size and rigour.

Students have multiple opportunities to sit the exam and centre assessed units providing you with a flexible delivery model to meet your needs.

## Course Outline

This award course being offered by St Katherine's is made up of the following 4 units:

R105 Written exam 25%

R106 Coursework task 25% - Product analysis and research

R107 Coursework task 25% - Developing and presenting engineering designs

R108 Coursework task 25% - 3D Design realisation

## Will it suit me?

This course is suitable for students that want to go into the design or engineering fields or simply want to show their problem solving skills.

## Progression

The course will support you progressing to A Levels such as Product Design or to Cambridge Technicals in Engineering or other Further Education courses. Progression with this qualification will be greatly enhanced when complemented by GCSE Mathematics, Physics or other Science options.

# *Hospitality and Catering*

Exam Board: Eduqas Level 2 Vocational Award in Hospitality and Catering  
Staff Contact: Mr Mingo-West

## **Introduction**

Hospitality and Catering includes all businesses that provide food, drink and accommodation. This includes restaurants, hotels, pubs and clubs. It also includes tourist attractions, airlines and sports venues.

This industry is Britain's fourth largest and it accounts for 25% of all new jobs created since 2010, with the majority of these jobs being taken up by young people.

This qualification will enable you to gain the knowledge, understanding and skills to find work in this sector. In addition, you will also learn essential employability skills which are valued by all employers and will help you find a job in any sector of work.

## **Assessment**

The course comprises of two units over the two years:

**Unit 1:** The Hospitality Industry (90 minute online external assessment)

**Unit 2:** Hospitality and Catering in Action (9 hours of controlled assessment)

## **Course Outline**

You will use a Chromebook to add content to an electronic exercise book, as you develop your industry knowledge ahead of the external assessment, which is taken in Year 10. There is the opportunity for a retake in Year 11. We assess knowledge regularly through a series of paired and group activities as well as Kahoot quizzes. At the same time, you will be cooking in The Leaf kitchens to develop your cooking skills. You will also have the opportunity to work on Thursday evenings in the restaurant and gain additional experience. Students are not paid for working in The Leaf; it is voluntary, to gain additional experience.

## **Will it suit me?**

This course will suit those students with an interest in the hospitality industry, as well as those interested in learning the practical work skills that many employers look for. This course is a good option for students who wish to improve their self-confidence, as this is developed through the work we do in The Leaf training restaurant.

You will need to buy ingredients for a range of practical investigations and dishes once a fortnight. This can be costly and therefore we would ask you to speak to us in advance if there is likely to be any issues with this cost as there maybe support available. To be successful on this course, it is essential that you have some prior ability in cooking. You will also need a proven track record of bringing ingredients to KS3 food lessons.

## **Progression**

This level 2 course is a good foundation for the post 16 Level 3 BTEC National in Hospitality which is offered in sixth form, or it could lead you onto a college or university degree in subjects such as hospitality or events. For those keen on a career as a chef, you could progress onto a Professional Chef Apprenticeship.

# Performing Arts

Exam Board: Edexcel BTEC Tech Award in Performing Arts  
Staff Contact: Mrs Collins

## Introduction

The BTEC Tech Award in Performing Arts is a practical introduction to life and work in the industry, you will be:

- Developing specific skills and techniques
- Devising and delivering a workshop performance
- Analysing, evaluating and enhancing your skills

## Assessment

- Component 1 - Exploring the arts
- Component 2 - Developing skills and techniques
- Component 3 - Performing to a brief

## Course Outline

The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the Performing Arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles

## Will it suit me?

- Do you want to expand your theatrical knowledge and learn new dynamic styles within Musical Theatre?
- Do you want to develop your evaluative and analytical skills to justify your own ideas and opinions on theatre and its makers?
- Do you consider yourself to be disciplined, organised, a good listener full of passion and interest?

## Progression

- Vocational qualifications in performing arts
- A Level drama
- Degree level drama / performing arts
- Teaching
- Management responsibility in the workplace

# Sport

Exam Board: Edexcel BTEC Level 1/2 First Award

Staff Contact: Mr Cook

## Introduction

BTEC Sport has proved to be a popular and successful course for a number of years. Since its introduction, results for students gaining the equivalent of a grade 4 or above at GCSE has always been over 80% (last year 90%). The course has a good balance between the theoretical and practical aspects of sport; see course outline for details.

## Assessment

25% Exam - 1 unit assessed via 1 x 75 minute online examination

75% Coursework - 3 units assessed via coursework assignments set & marked by staff

## Course Outline

This award course being offered by St Katherine's is made up of the following 4 units:

- **Fitness for Sport and Exercise** - types of fitness, exercise intensity, methods of fitness training, fitness testing
- **Practical Sports Performance** - rules and regulations of sport, officiating, practical performance, performance analysis
- **Leading Sports Activities** - what makes a good leader, how to plan sessions, leading sessions, evaluating sessions
- **Applying the Principles of Personal Training** - designing, implementing and reviewing training programmes and considering their effects on the body

## Will it suit me?

- Do you play sport and have an interest in the sporting world?
- Are you interested in how exercise and training affects the human body?
- Do you enjoy working as part of a team or leading others?
- Are you well organised and able to complete work independently?
- Do you enjoy learning about practical and theory aspects of sport?

## Progression

- Further courses with Physical Education, A Level PE, vocational sport, sports related university courses
- Employment within the sport industry



