

# Saint Aidan's

CHURCH *of* ENGLAND HIGH SCHOOL



# YEAR 9 OPTIONS

# 2016

**aspire • believe • succeed**

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NB The Information in this booklet concerning courses is correct at the time of going to print (December 2015)

## Introduction

During Key Stage 3 at Saint Aidan's (Years 7 - 9) students follow a broadly based curriculum covering all subjects that are required as part of the National Curriculum. Students have no choice at all with regard to the subjects they take.

At Key Stage 4 (Years 10 - 11) students have some limited choice about the subjects they take and it is important that they choose wisely.

It is the aim of this booklet to inform you about all those subjects that are compulsory and about those that you have some choice about.

Selecting the subjects about which you have some choice should not be undertaken lightly. You do need to think carefully about your interests and abilities. You also need to give some consideration to possible further study at Sixth Form College, Further Education College or School Sixth Form. A subject not taken to GCSE level may be very difficult, if not impossible, to take at a higher level.

**You should not** be influenced in your choice by what your friends do. They will make a decision, which is appropriate to them; the subjects that they choose may be totally inappropriate for you.

Over the next few weeks you will have the opportunity to talk to your teachers about the different subjects you can study. You will also have a personal interview with either your form tutor or another teacher. During this discussion your teacher will explain all of the options that are available to you and they will also go through how to complete the options form. Your teacher will also discuss which pathway is the most appropriate for you.

**Remember that the most important task at Key Stage 4 is to work hard. The majority of your time at Saint Aidan's will be spent doing the core curriculum (that which everyone does) and only a small part of the time allocation is spent doing optional subjects. You should keep this in mind when making what limited choice you have.**

### The New GCSE grading system

The vast majority of subject areas will be following new specifications from next year. Alongside this is a new GCSE grading system with approximate equivalence as follows:

Old GCSE grades	Equivalent New GCSE grades
A	7
C	4
G	1

A small number of subjects (ICT, Resistant Materials, Graphic Products) will continue to use the old GCSE grades.

## **Careers Education and Guidance in Years 10-11**

Various elements of careers education have been covered in Citizenship and tutorial periods in years 7 - 9 at Saint Aidan's. In Year 9 students work on choices for GCSE and investigate the breadth and balance needed for future careers. Particular emphasis has been placed on self-appraisal and the development of self-confidence and determination to make the most of one's own talent and opportunities.

In years 10 - 11 careers education and guidance will still be offered. Subject areas will also make a significant contribution to the development of skills and knowledge necessary for adult life.

A greater emphasis on vocational guidance develops during years 10 and 11. During Year 11 all students will have the opportunity to have an individual careers interview.

Colleges, sixth forms, armed forces and industry provide assemblies and 'drop-in' sessions throughout the year. A Careers Convention takes place each November. The school's careers library is continually being updated with the latest college and university prospectuses, information books and job sector updates as well as housing ICT facilities for research. In addition the students have the opportunity to access Lancashire Interactive which includes U-Explore, Kudos and Careerscape on the internet. This contains information, updated every three months, on a very wide variety of careers options.

## **The English Baccalaureate**

The government has produced a list of subjects which it sees as the "academic core" which many students should be studying until they finish Year 11. This academic core consists of:

English

Maths

Science (combined award or separate Science GCSEs which can include Computing)

A foreign language

A "Humanity" subject. This means History or Geography

To encourage as many young people as possible to take these subjects the "English Baccalaureate" is now awarded to students who achieve a good GCSE grade in all of these. This is not a separate certificate but it does show the sorts of subjects you should be taking if you can reach a good grade in them. Many of the top universities have now published lists of A Level subjects which they encourage you to take after your GCSEs. Their list is very similar to this English Baccalaureate list, so these subjects may be important for those of you who might want to go on to university.

Saint Aidan's encourages all students with a good chance of reaching a grade 5 in all 5 subject areas to follow options which will lead to the English Baccalaureate, and this is built into our Pathways system.

## Pathway Structure

At Key Stage 4 all students follow one of four curriculum pathways which is appropriate to their academic ability. Guidance as to which pathway is the most appropriate can be given to each student on an individual basis.

All pathways contain a 'core' of GCSE subjects including Mathematics, English, Science and Religious Studies. The students are then able to make decisions regarding the remainder of their curriculum in the form of optional subjects.

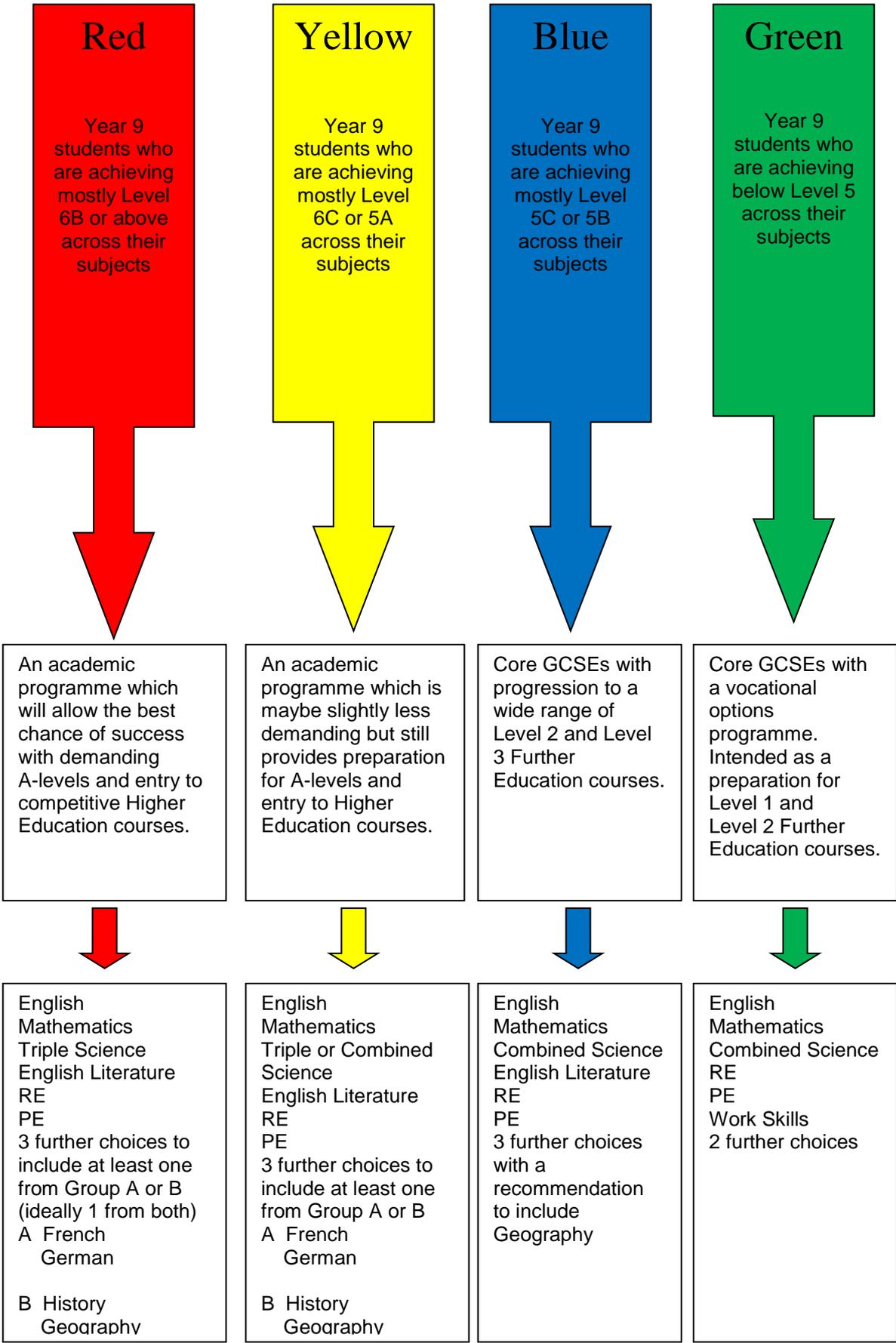
Full details of the pathways are available on the following page together with their associated option choices.

Once decisions have been made regarding pathways and subject choices each student is required to complete an options form, a sample of which appears on page 6. Form Tutors will issue the forms to students in Year 9 as part of the mentoring process during the week beginning Monday, 4<sup>th</sup> January 2016.

**At the end of the form all students are expected to include a reserve choice option subject.**

The deadline for the return of all options forms is Monday, 18<sup>th</sup> January 2016.

# Key Stage 4 Pathways



Sample Options Form – Please do not hand in

Year 9 Options Form 2016

Name	Subjects	Suitable for				Form						
		Red Pathway	Yellow Pathway	Blue Pathway	Green Pathway	Red Pathway	Yellow Pathway	Blue Pathway	Green Pathway			
										Choose 1		
Science	Triple Award					✓						
	Combined Award								✓		✓	
						Choose 3 To include at least 1 from A or B (ideally 1 from both)	Choose 3 To include at least 1 from A or B	Choose 3 Recommended to include Geography	Choose 2 (+ Workskills)			
						A French German	A French German					
						B History Geography	B History Geography					
Optional Subjects	Art & Design											
	Computing											
	Drama											
	French											
	Geography											
	German											
	Health & Social Care (BTEC)											
	History											
	Food Preparation and Nutrition											
	ICT											
	Music											
	PE (GCSE)											
	Graphic Products											
	Resistant Materials											
Reserve Choice												

## **SUMMARIES OF COURSES TO BE OFFERED**

### **A CORE COMPULSORY EXAMINATION COURSES**

#### **English Language GCSE**

##### Overview of course content

The AQA specification offers a skills-based approach to the study of English Language. All students attempt the same examinations with questions designed to take students through lower tariff tasks to more extended responses.

##### Assessment

##### Paper 1 Explorations in Creative Reading and Writing (1 hour 45 minutes)

Reading 25% - a range of short and long questions based on one text

Writing 25% - one extended writing question, either narrative or descriptive

##### Paper 2 Writers' Viewpoints and Perspectives (1 hour 45 minutes)

Reading 25% - a range of short and long questions based on two linked texts

Writing 25% - one extended writing task, presenting a viewpoint

##### Progression Routes

AS and A level English Language

All students will study English Language alongside English Literature and will achieve two separate GCSEs

**For more information please contact Miss C Fewson Director of English  
at [cathy-fewson@st-aidans.lancs.sch.uk](mailto:cathy-fewson@st-aidans.lancs.sch.uk)**

# **English Literature GCSE**

## Overview of course content

The AQA specification takes a skills-based approach to the student of English Literature that is consistent across the genres.

## Assessment

### Paper 1 Shakespeare and the 19<sup>th</sup> century novel (1 hour 45 minutes)

Shakespeare play – students must answer one question based on an extract from the play. The second question is based on the whole text

19<sup>th</sup> century novel - students must answer one question based on an extract from the play. The second question is based on the whole text

### Paper 2 Modern texts and poetry (2 hours 15 minutes)

Modern texts – prose or poetry – student will answer one question from a choice of two

Poetry – students will answer one comparative question on one named poem and one other poem from the anthology cluster

Unseen poetry – students will answer one question on an unseen poem comparing it with another unseen poem

## Progression Routes

AS and A level English Literature

All students will study English Language alongside English Literature and will achieve two separate GCSEs

**For more information please contact Miss C Fewson Director of English  
at [cathy-fewson@st-aidans.lancs.sch.uk](mailto:cathy-fewson@st-aidans.lancs.sch.uk)**

## Mathematics GCSE

At Key Stage 4, all Saint Aidan's students will be entered for the new AQA 8300 GCSE Mathematics qualification. This is a linear course which will be taught during four lessons a week and which assesses students in two distinct tiers.

The students are entered for the most appropriate tier according to their mathematical ability and the progress they have made during their first three years at Saint Aidan's.

Higher Tier GCSE	grades covered	9, 8, 7, 6, 5, 4
Foundation Tier GCSE	grades covered	5, 4, 3, 2, 1

Students will be rigorously assessed throughout Year 10 and Year 11 to make sure that they are aware of their progress towards the examination in the summer of Year 11. Formal internal mathematics examinations will take place in:

- December of Year 10
- March of Year 10
- July of Year 11
- December of Year 11

The examination in June 2017 will consist of three 1½ hour exam papers for all students:

Paper 1 (Non-calculator) worth 33⅓% of the overall mark

Paper 2 (Calculator) worth 33⅓% of the overall mark

Paper 3 (Calculator) worth 33⅓% of the overall mark

All students will require their own calculator throughout the two year course and this must be a scientific calculator (preferably a Casio fx83 or fx85).

Mathematics is without doubt an invaluable skill for life. With this in mind, all students should aim to develop and maintain a positive approach towards GCSE Mathematics in order to achieve their true potential in the subject.

If you require further information/details please contact Mr Brendan Coe the Director of Mathematics.

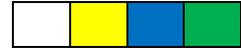
**If you require further information/details please contact Mr Brendan Coe  
Director of Mathematics at [brendan-coe@st-aidans.lancs.sch.uk](mailto:brendan-coe@st-aidans.lancs.sch.uk)**

## Science GCSE

All students will study all three science subjects; Biology, Chemistry and Physics.

There are two possible routes with AQA:

### GCSE Combined Science: Trilogy or



### GCSE Biology, GCSE Chemistry and GCSE Physics



We encourage most of our students to take the latter.

The topic content is largely the same for both routes, with extra topics being covered by students studying the three separate sciences.

Science teachers will make the final decision as to which route a student takes, taking students' own preference into account, alongside the data we hold in school.

### **GCSE Biology, GCSE Chemistry and GCSE Physics.**

This is the best option for the majority of students.

This option provides students with 3 GCSEs which carry weight with all employers and further educational establishments and not just those specifically science related.

Students can study each GCSE at either foundation or higher tier, depending upon ability. This makes these courses accessible for all abilities.

### **GCSE Combined Science: Trilogy**

This option provides students with 2 GCSEs. It is called 'Trilogy' because whilst Students study Biology, Chemistry and Physics separately, the marks from each exam are averaged in order to calculate the final GCSE grades.

We expect students who study this option to be those who would benefit from a somewhat slower pace in lessons to assist them to learn all of the topics in depth.

**For more information please contact Mrs L Tilbury at  
[lisa-tilbury@st-aidans.lancs.sch.uk](mailto:lisa-tilbury@st-aidans.lancs.sch.uk)**

## Religious Studies GCSE

Year Ten students will embark upon the compulsory AQA Full Course in Religious Studies. All will follow Specification A and will be examined at the end of Year 11.

This course is entirely assessed by 2 examinations and will not contain any coursework. Each examination will last for 1 hour 45 minutes.

Grades of 1-9 will be awarded.

Students will take assessments in the following two components in the same series:

- **Component 1 : The study of religions: beliefs, teachings and practices**
- **Component 2 : Thematic studies**

<b>Component 1: The study of religions: beliefs, teachings and practices.</b>	<b>Component 2: Thematic studies</b>
<p><b>What's assessed</b> Beliefs, teachings and practices of the following religions: Christianity Islam</p>	<p><b>What's assessed</b> Four religious, philosophical and ethical studies themes from the perspectives of the following religions: Christianity Islam <b>Themes to be studied:</b> Theme A: Relationships and families Theme B: Religion and life Theme D: Religion, peace and conflict Theme E: Religion, crime and punishment</p>
<p><b>How it is assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))</li> <li>• 50% of GCSE</li> </ul>	<p><b>How it is assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))</li> <li>• 50% of GCSE</li> </ul>
<p><b>Questions</b> The questions within each religion have a common structure of two five-part questions of 1,2,4,5 &amp;12, i.e. 48 marks for the Christian element and 1,2,4,5 &amp;12, i.e. 48 marks for the Islamic element. (+ 5 marks SPaG based upon the quality of the 12 mark question) = 101 marks.</p>	<p><b>Questions</b> Each theme has a common structure of one five-part question of 1,2,4,5 and 12 marks. Each theme is marked out of 24. (+5 marks SPaG based upon the quality of the 12 mark question) = 101 marks.</p>

Students will be expected to do homework every week in this subject. This will either be a set written piece of work or an extensive piece of research.

For more information please contact Mrs D Cox at  
diane-cox@st-aidans.lancs.sch.uk

## **Enterprise and Employability GCSE**

Enterprise and Employability will be studied as a one year course in Year 11.

This exciting course encourages students to involve themselves creatively in a variety of risk based challenges and learning activities, in a business and employment based context.

In addition to providing greater depth to their education and broader understanding of the world of work, this will allow students to develop and apply a variety of key skills including ICT, communication, numeracy, leadership and team work.

### **Content includes:**

- Enterprise Capability
- Promoting Personal Employability
- Enterprise and the World Wide Web.
- Personal Finance

### **Additional Content**

In keeping with our philosophy of making sure all our students are ready with the skills they may need in the future, the course embeds a wide range of skills throughout the theory and practical units.

The skills developed will include:

- Communication using ICT
- Research and presentations
- Use of spreadsheets
- APP/Game development

### **Potential Progression Routes**

In addition to providing a skills and capabilities suitable for employment and apprenticeships, students completing this course could use it as a solid foundation for preparation for sixth form or further education colleges.

**For more information please contact Mr Ireland at [staffnai@st-aidans.lancs.sch.uk](mailto:staffnai@st-aidans.lancs.sch.uk) or Mr Tyson at [staffpdt@st-aidans.lancs.sch.uk](mailto:staffpdt@st-aidans.lancs.sch.uk)**

## **B COMPULSORY NON-EXAMINATION COURSES**

### **Physical Education**

The Key Stage 4 programme is designed within the constraints of the new National Curriculum to reinforce and then add to the work done in previous Key Stages.

All students will study all the five Key Processes from the new National curriculum for one hour per week.

These are the essential skills and processes in PE that students need to learn to make progress.

#### **Developing skills in physical activity**

Students should be able to:

- Develop their technique and improve their performance in other competitive sports or other physical activities.

#### **Making and applying decisions**

Students should be able to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.

#### **Developing physical and mental capacity**

Students should be able to:

- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group

#### **Evaluating and improving**

Students should be able to:

- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best

#### **Making informed choices about healthy, active lifestyles**

Students should be able to:

- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

**The study of PE will include activities that cover at least two of the following:**

- a) Outwitting opponents, as in games activities
- b) Accurate replication of actions, phrases and sequences, as in gymnastic activities.
- c) Exploring and communicating ideas, concepts and emotions, as in dance and outdoor adventurous activities
- d) Performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities
- e) Exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

#### **Activities - Key Stage 4**

<b>Girls</b>	<b>Boys</b>
Aerobics	Athletics
Athletics	Basketball
Basketball	Cricket
Life Fitness	Football
Netball	Life Fitness
Rounders	Rugby

**For further information please contact Mr B Macleod at  
bruce-macleod@st-aidans.lancs.sch.uk**

## C OPTION SUBJECTS

### Art, Craft and Design GCSE



The specification in this subject is offered by AQA. The course content follows the specification called Art and Design.

#### **COURSE AIMS:**

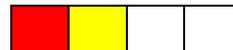
- The course encourages candidates to develop creativity using a variety of visual research and media. Candidates will be developing practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design.
- Candidates will be expected to investigate, analyse, experiment and interpret aesthetic meanings in Art.
- Candidates will understand how to use a range of materials, techniques and equipment.
- Candidates will get the opportunity to study other artists, craftspeople, cultures and contemporary issues in society. Visits to local Art galleries will form part of the course.

ART AND DESIGN		
COMPONENT 1 (Coursework)	No time limit The coursework is completed over 2 years. Students will complete 3 projects from the following themes:- <ol style="list-style-type: none"><li>1. SELF-PORTRAIT / IMAGE</li><li>2. SURREALISM</li><li>3. NATURAL FORM/PERSONAL PROJECT</li><li>4. DESIGN – MESSAGES/LAYERS/PHOTOSHOP</li><li>5. CERAMICS</li></ol> Since the new academic year begins in June, students will begin the self-image project and work on it over the summer.  Coursework is centre-assessed and moderated by AQA.	60% of total marks
COMPONENT 2 (Exam)	10 hours Candidates <b>MUST</b> respond to <b>ONE</b> starting point. Candidates will receive their exam paper in the first week of January. From there they will have approximately 12 weeks to plan and prepare art work for the 10 hour supervised exam. This exam will happen over 2 full days.  Set by AQA, centre-assessed and moderated by AQA.	40% of total marks

The candidates' Art work will be presented in the form of an exhibition in May of Year 11. It will be the responsibility of each candidate to complete all Art work, meet deadlines and safely store all finished outcomes for this exhibition.

**For more information please contact Miss B Brannigan at  
bernie-brannigan@st-aidans.lancs.sch.uk**

## Computer Science GCSE



GCSE Computer Science is an exciting and creative subject on offer to students in KS4.

### **Exam based assessment:**

Students will complete two 1 hour 30 minute written exams contributing 80% of their final mark.

### **Exam Paper 1: Computer Systems**

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

- Computer system fundamentals – A look at the input, processes and outputs of a computer system.
- Computer hardware and software – Learn about the CPU, clock speeds, RAM and storage and how these have been developed over the years
- Networks – How computers communicate through the use of packets, IP addressing, protocols and network software.
- Database management – Creating and maintaining database management systems as well as looking at relationships and entity relationship diagrams.
- System security – Including common threats and preventative measures.
- Legal, Moral, Social and Environmental Impact – Exploring the impact of computer systems in society.

### **Exam Paper 2: Computational Thinking, Algorithms and Programming**

This component is focused on the core theory of computer science and the application of computer science principles.

- Algorithms – looking at different algorithms for searching and sorting. Students will also be expected to write and debug their own.
- High and Low Level Programming techniques – this includes different languages and how to ensure robustness in solutions.
- Data representation – Explore the wide variety of ways data can be represented and manipulated, including computational logic.

### **Coursework: Programming Project**

Students will also be expected to complete one coursework activity based on programming a solution to a problem. This will contribute to 20% of their final grade. Students will be expected to complete this under exam conditions in a controlled environment.

### **Students opting for GCSE computing should:**

- Be able to meet demanding coursework deadlines
- Have a willingness to learn independently
- Have a good level of mathematical ability

### **Potential Progression Routes**

- AS/A Level Computer Science
- Professional qualifications in Networking or other similar certifications.
- Game Design and Programming
- 

**For more information please contact Mr Ireland at [staffnai@st-aidans.lancs.sch.uk](mailto:staffnai@st-aidans.lancs.sch.uk)  
or Mr Tyson at [staffpdt@staidans.lancs.sch.uk](mailto:staffpdt@staidans.lancs.sch.uk)**



Drama at GCSE is:

- Highly practical, though there is significant written work.
- A subject where practical skills are acquired, developed and perfected.
- An opportunity to develop work and then perform to an audience.
- Very rewarding but only if hard work and commitment are put in.

Drama at GCSE isn't:

- An easy option that doesn't require hard work.
- Only for those who aren't very academic.

Over the two years of the course students in Drama will learn how to work with others to create meaningful and powerful theatre. They will need to be confident enough to try new experiences and willing to hone their verbal and non verbal skills.

The course consists of practical and written work. Students will study the skills required to create improvised and scripted drama and then they will put these skills in to practice during assessed performances.

This is how the course is structured:

Year 10

- An introduction to devising your own work. Preparation for performance.
- The study of several genres of theatre and theatre practitioners, creating a short pieces of drama in these styles.
- Study of a set play text.
- Learning about approaches to script work and presenting a short piece of prepared script work
- Preparation for the written paper.

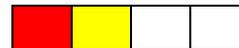
Year 11

- Unit 1 assessment – Create a devised performance to be presented to an audience: this is 40% of the final mark. Write a report of up to 1500 words about the devising process: this is 20% of the final mark.
- Unit 2 assessment – Performance from a text to an external examiner – 20% of the final mark.
- Unit 3 assessment – written exam on a set play and the scripted performance.

This is a very rewarding course but only for those prepared to work hard.

**For more information please contact Mr A Swindley at  
andrew-swindley@st-aidans.lancs.sch.uk**

## French and German GCSE



For those students who continue with their study of a Modern Foreign Language at Key Stage 4 there will be the choice of doing French, German or both languages. Students with a particular interest in Modern Foreign Languages are encouraged to follow both subjects at GCSE.

### **The Course (French and German)**

The course aims to extend the students' skills of speaking, listening, reading and writing and will provide a sound and substantial basis for further study, be it academic or vocational. A GCSE in MFL will give students the confidence to stay in the foreign country and communicate successfully as well as confidently communicate in the business world. Students will continue to study everyday topics such as home, family, school, leisure, shopping and food and will be introduced to the wider world of careers, tourism, advertising, environment and the life and culture in another country.

There will be three main themes that we cover:

- 1) Identity and culture
- 2) Local, national, international and global areas of interest
- 3) Current study, future study and employment

### **Assessment**

We follow the AQA specification and there is a Foundation tier (Grades 1 – 5) and a Higher tier (Grades 4 – 9)

Students must take all four question papers at the same tier.

- 25% Listening
- 25% Speaking
- 25% Reading
- 25% Writing

### **Paper 1 Listening exam**

1 exam – Foundation tier 35 minutes and Higher tier 45 minutes. Pupils will answer questions in English and French/German.

### **Paper 2 Speaking exam**

1 exam consisting of a role play, a photo card and a general conversation. Foundation tier will last 7-9 minutes and Higher tier will last 10-12 minutes.

### **Paper 3 Reading exam**

1 exam – Foundation tier 45 minutes and Higher tier 1 hour. Questions in English, French/German and translation from French/German into English.

### **Paper 4 Writing exam**

1 exam – Foundation tier 1 hour and Higher tier 1 hour 15 minutes. Questions will include a list task, a message, a translation into French/German and a structured writing task.

Languages are without doubt an invaluable skill for life. All students will be equipped with the communication skills and linguistic competence needed to succeed in the ever increasing global world of work.

For more information please contact Mrs K Parkinson at  
[kelly-parkinson@st-aidans.lancs.sch.uk](mailto:kelly-parkinson@st-aidans.lancs.sch.uk)

## Geography GCSE



Why Choose GCSE Geography?

Are you interested in studying Geography at GCSE? You should be because:

- ✓ We teach an **exciting, up to date, relevant and interesting curriculum**
- ✓ Geography is an **academically rigorous subject** and will prepare you well for moving on to further education.
- ✓ Geography is included as an **Ebac subject**
- ✓ Geography helps you to develop a wide range of **transferable skills** – essential in the world of higher education and employment
- ✓ Geography provides opportunities for you to **understand what is going on in the world** right now

Which Syllabus do we follow?

The new specification (8035) recognises the vital role geography has in the 21st century curriculum enabling our students to appreciate the complexity of our world and the diversity of its environments, economies and cultures.

The course now comprises three papers; one physical, one human and one that is skills and fieldwork based. All three papers and the units we are most likely to be teaching within them are outlined in the table below. Some units are compulsory and some can be selected by teachers to best suit the students in their schools.

Paper 1: Living with the physical environment	Paper 2: Challenges in the human environment
<p>How is it assessed?</p> <ul style="list-style-type: none"> <li>• 1hr 30min written exam (88 marks including 3 marks for spelling, punctuation and grammar)</li> <li>• 35% of the GCSE</li> </ul>	<p>How is it assessed?</p> <ul style="list-style-type: none"> <li>• 1hr 30min written exam (88 marks including 3 marks for spelling, punctuation and grammar)</li> <li>• 35% of the GCSE</li> </ul>
<p>Units studied</p> <ul style="list-style-type: none"> <li>• <b>Section A: The challenge of natural hazards</b> <ul style="list-style-type: none"> <li>▪ Natural hazards</li> <li>▪ Tectonic hazards</li> <li>▪ Tropical storms</li> <li>▪ Extreme weather in the UK</li> <li>▪ Climate change</li> </ul> </li> <li>• <b>Section B: Physical landscapes in the UK</b> <ul style="list-style-type: none"> <li>▪ UK physical landscapes</li> <li>▪ Coastal landscapes in the UK</li> <li>▪ Glacial landscapes in the UK</li> </ul> </li> <li>• <b>Section C: The living world</b> <ul style="list-style-type: none"> <li>▪ Ecosystems</li> <li>▪ Tropical rainforests</li> <li>▪ Cold environments</li> </ul> </li> </ul>	<p>Units studied</p> <ul style="list-style-type: none"> <li>• <b>Section A: Urban issues and challenges</b></li> <li>• <b>Section B: The changing economic world</b></li> <li>• <b>Section C: The challenges of resources management</b> <ul style="list-style-type: none"> <li>▪ Resources management</li> <li>▪ Energy</li> </ul> </li> </ul>

Paper 3: Geographical applications
<p>How is it assessed?</p> <ul style="list-style-type: none"> <li>• 1hr written exam (76 marks including 6 marks for spelling, punctuation and grammar)</li> <li>• 30% of the GCSE</li> <li>• Pre-release resources will be made available from March in the year of the exam</li> </ul>
<p>Units studied</p> <ul style="list-style-type: none"> <li>• <b>Section A: Issue evaluation</b> This section assesses students' geographical skills and applied knowledge by looking at a particular issue(s) taken from part of the course (using a pre-released resource). It will challenge students' critical thinking and problem solving skills.</li> <li>• <b>Section B: Fieldwork</b> Students need to undertake two geographical enquiries. Students will be examined using a range of questions that assesses their understanding of fieldwork design, data collection and analysis.</li> </ul>

All GCSE Geography students at Saint Aidan's follow the AQA GCSE Geography A (4030) syllabus. Further information about the full exam specification can be found at (<http://www.aqa.org.uk/subjects/geography/gcse/geography-a-9030>).

**For more information please contact Mr D Eccles at  
david-eccles@st-aidans.lancs.sch.uk**



The Graphic Products GCSE course is designed for students to firstly learn about industrial processes, properties of materials, and the design process – then to creatively design, develop and prototype products for a chosen client. These are key skills which can be applied to a huge range of jobs within the creative and engineering industries, including:

**Illustration, animation, graphic design, product design, engineering, marketing and advertising, computer games design, project management and many more.**

In the first part of the course in Year 10, students learn a variety of technical and creative drawing skills, design principles and CAD/CAM skills which are then applied to mini-projects designed to prepare them for the main controlled assessment project. Students learn to work analytically and independently with an emphasis on managing their time effectively.

### Assessment.

**Unit 1** 2 hour written exam worth 40% of total marks

**Section A** – A design question based on a preparation sheet is issued by the exam board prior to the exam

**Section B** – Covers all aspects of subject knowledge and understanding.

### Unit 2 Controlled Assessment (Coursework) 60% of the total marks.

All students are required to complete an extended 'Design and Make' project following a design brief set by the exam board.

It is expected that students should spend about 45 hours on this activity. This will consist of a final product and a design folder of approximately 20 pages of A3. The coursework is divided into 4 sections:

Investigation Researching and analysing existing products, suitable materials and potential target audiences. Once suitable client has been profiled, design criteria can be identified and an action plan formulated.

Development Ideas are sketched, improved via computer software (Adobe Photoshop/Illustrator and Techsoft 2D Design) and then prototyped extensively (firstly using Google Sketchup software, then using the laser cutter and 3D printer to create accurate models which can be tested for suitability).

Making: The final product is made to a high standard using appropriate materials and processes.

Testing and evaluation : Client testing and detailed evaluation against the student's manufacturing specifications make clear how successful the product is.

**EDEXCEL BTEC LEVEL 1/ LEVEL 2 FIRST AWARD IN HEALTH AND SOCIAL CARE**

The health and social care sector employs some of the most talented and brilliant people the country has to offer. The NHS, as the main employer, has a continual need for doctors, nurses, ambulance staff and support staff, and there are further opportunities to work for the NHS in social care, in hospitals, educational settings and residential homes. When you combine the magnitude of the NHS with the sizeable private and voluntary care sectors, you have a huge and diverse range of progressive career opportunities. BTEC Health and Social Care offers a practical and relevant start to any young person interested in a career in the caring professions.

**QUALIFICATION STRUCTURE**

The Edexcel BTEC Level 1/Level 2 First Award in Health and Social Care is taught over 120 guided learning hours (GLH). It has core and optional specialist units. Learners must complete the two core units, and a choice of optional units to reach a total of 120 GLH. This BTEC First Award consists of internally assessed units that and an externally assessed unit in the form of a 1 hour examination during the first year of study and completed as either a paper exercise or electronically.

<b>Edexcel BTEC Level 1/ Level 2 Award in Health and Social Care</b>				
<b>Unit</b>	<b>Core units</b>	<b>Assessment Method</b>	<b>GLH</b>	<b>Level</b>
1	Human Lifespan Development	External	30	2
2	Health and Social Care Values	Internal	30	2
<b>Unit</b>	<b>Specialist Optional units</b>	<b>Assessment Method</b>	<b>GLH</b>	<b>Level</b>
3	Effective Communication in Health and Social Care	Internal	30	2
4	Social Influences on Health and Wellbeing	Internal	30	2
5	Promoting Health and Wellbeing	Internal	30	2
6	The Impact of Nutrition on Health and Wellbeing	Internal	30	2
7	Equality and Diversity in Health and Social Care	Internal	30	2
8	Individual Rights in Health and Social Care	Internal	30	2

**ASSESSMENT AND GRADING**

Each unit has a series of levelled grading criteria which need to be met. A summative unit grade is awarded after all opportunities for achievement are given. A learner must meet **ALL** the assessment criteria for that grade. Therefore:

- ◆ to achieve a Level 2 Pass a learner must have satisfied all the pass criteria
- ◆ to achieve a Level 2 Merit a learner must additionally have satisfied all the merit criteria
- ◆ to achieve a Level 2 Distinction a learner must additionally have satisfied all the distinction criteria.

These final grades will equate to 1 GCSE

**PROGRESSION OPPORTUNITIES**

The Edexcel BTEC Level 2 First Award in Health and Social Care provides a good foundation for learners in post-16 education, or to entry level job roles within the sector.

Achievement at Level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications at level 3, such as Edexcel BTEC Level 3 Nationals in Health and Social Care.

For further information contact Mrs L Morrison at  
lynn-morrison@st-aidans.lancs.sch.uk

## History GCSE



History or Geography is required for the English Baccalaureate. At Saint Aidan's students study the following course: **Edexcel Examination Board**

**Students opting for GCSE History should:**

- ✓ **Be able to meet the demands of GCSE History which includes:**
  - An ability and willingness to learn a very large amount of work.
  - A willingness to work independently, manage the workload and meet deadlines.
  - Having excellent literacy skills—there is a considerable amount of reading and essay writing in GCSE History (literacy is assessed in all History examination papers)

<p><b><u>Exam Paper 1: Thematic study and the historic environment</u></b></p> <p><i>Unit 1: Medicine in Britain, c1250–present day</i></p> <p style="text-align: center;">AND</p> <p><i>Unit 2: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</i></p>	<p><b>Written examination: 1 hour and 15 minutes and worth 30% of the final grade.</b> Exam is taken in the summer term of Year 11</p> <p><b><u>Assessment overview</u></b></p> <p><b><u>Section A: historic environment</u></b> Students answer a question that assesses knowledge plus a two-part question based on two provided sources.</p> <p><b><u>Section B: thematic study</u></b> Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two questions</p>
<p><b><u>Exam Paper 2: Period study and British depth study</u></b></p> <p><i>Unit 3: The American West, c1835–c1895</i></p> <p style="text-align: center;">AND</p> <p><i>Unit 4: Anglo-Saxon and Norman England, c1060–88</i></p>	<p><b>Written examination: 1 hour and 45 minutes and worth 40% of the final grade.</b> Exam is taken in the Summer term of Year 11</p> <p><b><u>Assessment overview</u></b></p> <p><b><u>Section A: Period study</u></b> Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.</p> <p><b><u>Section B: British depth study</u></b> Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.</p>
<p><b><u>Exam Paper 3: Modern depth study</u></b></p> <p><i>Unit 5: Weimar and Nazi Germany, 1918–39</i></p>	<p><b>Written examination: 1 hour and 20 minutes and worth 30% of the final grade.</b> Exam is taken in the summer term of Year 11</p> <p><b><u>Assessment overview</u></b></p> <p><b><u>Section A</u></b> Students answer a question based on a provided source and a question that assesses their knowledge and understanding.</p> <p><b><u>Section B</u></b> Students answer a single four-part question, based on two provided sources and two provided interpretations (a type of source)</p>

### **Why should I choose GCSE History?**

History develops the following skills which are vital life-skills and are highly valued by colleges and employers.

- ✓ Independent critical thinking and being open minded
- ✓ Independent and collaborative problem solving
- ✓ Researching and being able to select relevant and unbiased information.
- ✓ Self-discipline, resilience and time management
- ✓ The ability to communicate a clear, coherent and evidence based arguments, both orally and in writing
- ✓ The ability to empathise with others through understanding how and why people acted as they did in the past and how this helps us to understand the modern world
- ✓ History GCSE is an excellent foundation for the study of History at A level, as well as subjects such as English Language and Literature, Law, Religious Studies and Classical Civilisations.

For more information please contact Miss J Nicholls at  
julia-nicholls@st-aidans.lancs.sch.uk

## Food Preparation and Nutrition GCSE



The GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

The course has been developed to maintain a balance between practical and theoretical knowledge and understanding. By studying food preparation and nutrition learners will be able to:-

- (a) demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- (b) develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- (c) understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- (d) understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- (e) demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- (f) understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

### Assessment

Assessment will be via a written examination and a non-examined practical assessment, each area being worth 50% each of overall marks.

Examples of possible assessment:

#### Assessment 1

##### Task A

Shortcrust pastry should be crisp to the bite and crumbly in the mouth. It can be prepared using a range of different ingredients. Investigate the working characteristics and the functional and chemical properties where appropriate of the different ingredients needed to achieve a perfect shortcrust pastry. This assessment must be supported by investigational work.

##### Task B

There are a number of ways to thicken a sauce. Investigate the working characteristics and the functional and chemical properties where appropriate of the different methods used to thicken a sauce. This assessment must be supported by investigational work

#### Assessment 2

##### Task A

A local restaurant is holding an international week. Research, prepare and cook three dishes that could be served on a themed menu to promote the cuisine of a specific country or region. This assessment must be supported by investigational work.

##### Task B

Celebrity chefs have been promoting the importance of a healthy diet for children. Research, prepare and cook three dishes that could be served on an open day menu to encourage new pupils to eat in the school canteen. This assessment must be supported by investigational work.

**For more information please contact Mrs J Rossall at  
joanne-rossall@st-aidans.lancs.sch.uk**

## ICT GCSE



The course we have chosen to provide is a single award GCSE and will include exploring newer and more relevant material to the ever changing world in which our students live.

Topics studied and assessed in the GCSE include:

- **Personal Digital Devices** - the types of, and their use.
- **Connectivity** – covering all methods of connection, including communication.
- **Online activity**- such as safety, buying goods and services and communities.
- **Issues** - raised by using ICT and its **impact** on **lifestyles**.

Students' understanding of these topics will be assessed using a 1 hour 30 minute written exam contributing 40% of their final mark.

### **Coursework**

As well as a written paper students will be expected to complete a coursework task in a controlled environment, contributing the remaining 60% of their final mark.

Through this coursework they will be expected to demonstrate a variety of ICT skills using a variety of software types, in a combined, interrelated project. This may include a combination of databases, word processors, the Internet, spreadsheet models, graphics and desk top publishing software. Therefore students will need a confident and flexible approach to using ICT in order gain the most from this option.

### **Potential Progression Routes**

In addition to providing a solid foundation for employment and apprenticeships, students completing this can move on to a number of options at sixth form or further education colleges:

- BTEC ICT Level 3
- Media Studies

For more information please contact Mr N Ireland at  
[neil-ireland@st-aidans.lancs.sch.uk](mailto:neil-ireland@st-aidans.lancs.sch.uk)  
or Mr P Tyson at [paul-tyson@st-aidans.lancs.sch.uk](mailto:paul-tyson@st-aidans.lancs.sch.uk)

## Music GCSE



**Requirements:** Pupils must be currently taking, or willing to start, private music lessons on an instrument of their choice. Additionally, being able to read musical notation or Tab is an advantage.

In addition to performing and composing, there will be a significant amount of theoretical and contextual study.

### **You will study: GCSE (OCR)**

From September 2016 the GCSE course is made up of <b>three</b> mandatory units, <b>two</b> of which offer Controlled Assessment, and <b>one</b> of which is externally assessed.	<b><u>Integrated Portfolio</u></b> (30% of GCSE non exam assessment) Performance on the learner's chosen instrument. Composition to a brief set by the learner.	<b><u>Practical Component</u></b> (30% of GCSE non exam assessment) Ensemble performance. Composition to an OCR set brief	<b><u>Listening &amp; Appraising</u></b> (40% of GCSE 1 hour 30 minutes written paper) A written paper, with CD. Aural recognition and context Unheard/unfamiliar music from within the areas of Study 2, 3, 4 & 5.
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#### Area of Study 1: My Music (Spotlight on my Instrument)

Learners will study their instrument, which can be any of the following:

- any instrument
- voice – this can include styles such as rapping or beatboxing
- DJ-ing
- sequencing – realisation using ICT

#### Area of Study 2: The Concerto through Time

Learners should study The Concerto and its development from 1650 to 1910.

#### Area of Study 3: Rhythms of the World

Learners will study the traditional rhythmic roots from four geographical regions of the world:

#### Area of Study 4: Film Music

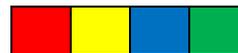
Learners will study how film composers exploit compositional techniques and devices to create emotion.

#### Area of Study 5: Conventions of Pop

Learners should study a range of popular music from the 1950s to the present day.

For more information please contact Mr P Dalton at  
[phil-dalton@st-aidans.lancs.sch.uk](mailto:phil-dalton@st-aidans.lancs.sch.uk)

## Physical Education GCSE



This is an AQA academic course and as much time is spent on the theoretical aspects of sport (60%) as on practical performances of sport (40%). It is aimed at students who are strong sporting performers i.e. at least school team performers. It is also aimed at those students who have an interest in:

The physiological effects of exercise on the body; How the body biomechanically produces movements, and; the impact sport has on society as a whole both nationally and internationally.

GCSE PE can lead into many Post 16 courses such as 'A' level P.E., Vocational Sports Studies at Level 3 and 4, and Sports Coaching and Leadership Awards.

At the end of the course students will be awarded a grade 1 - 9 based upon their practical performances and two written examination papers.

### Assessment

#### Practical assessment

- Practical Areas of work worth **40%**
- These are internal assessments completed under the scrutiny of the teacher assessor. Each student will enter **3 assessments**.
- Each area is assessed out of 25 marks, 10 for developing skills and 15 marks for full context. (25 x3 = 75 marks).
- Added onto the practical marks are analysis (15 marks) and evaluation (10 marks) which focus on bringing about an improvement in one activity.
- Final practical grade will be out of **100 marks**.
- Students are required to be assessed in three different activities in the role of player/performer only. There is a much reduced 'pool' of activities to choose from compared with previous GCSE's with activities such as Rounders' and Circuit Training having been removed from the list.
- **One of these assessments must be in a team activity; one assessment must be in an individual activity, with the third assessment being in either a team or individual activity** e.g. Your selection would come from (1) Team activity, one from; Netball/ Association Football/ Rugby Union or League/ Basketball/ Cricket/ Doubles Badminton or Tennis : (2) Individual activity, one from; Athletics/ Rock Climbing (Tower Wood)/ Singles Badminton or Tennis/ Equestrian/ Dance/ Golf/ Artistic Gymnastics : (3) Any activity not selected in (1) or (2).
- Practical assessment is continual so attendance at every lesson is very important. Some assessments will be completed during school fixtures or at extra-curricular clubs and some in Core Games Lessons. Students do not opt to do certain activities, they study all areas and those they achieve most marks in are put forward.

#### Theory Assessment, Knowledge and Understanding

External Assessment in the form of **two written exams**.

**Paper 1: The human body and movement in physical activity and sport.**

**What's assessed:** Applied anatomy and physiology • Movement analysis • Physical training • Use of data.

**How it's assessed** Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE.

**Paper 2: Socio – cultural influences and well-being in physical activity and sport.**

**What's assessed:** Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data

**How it's assessed** Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE.

**Questions** A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

There is now **no coursework**.

#### Who is best suited to this course?

Highly motivated students inside and outside the classroom.

- This course would suit students who are capable performers in a variety of practical activities.
- It is essential that students are at a competent level as a practical performer and have involvement in school teams or sports outside school.
- It also helps candidates if they are committed to our extra-curricular programme in school or they are involved in sport at a good level outside school on a regular basis.
- Candidates who are only competent in a couple of areas will struggle on the course.

**For more information please contact Mr B Macleod at  
bruce-macleod@st-aidans.lancs.sch.uk**



Resistant Materials is particularly suitable for creative, practical students and those who wish to pursue a career in engineering, design and the creative arts.

In our lives, we are surrounded by inspirational design. Think of all the products you come into contact with in a single day, every one of them has been created as the result of the input from a designer. Their appearance, the way they work, their ability to be used effortlessly is all a result of the designers' decisions.

Resistant Materials GCSE builds on the topics studied at Key Stage 3 Resistant Materials. Students design and make products with creativity and originality in a variety of practical activities. They use a range of materials (including woods, metals, plastics and electronics) and both traditional and modern techniques to create products which can be evaluated for their commercial viability. Full credit is given to candidates who undertake innovative work and make effective use of Computer Aided Design and Manufacture (CAD/CAM utilising our Laser Cutter and 3D Printer).

### **Assessment**

**Unit 1:** 2 hour written exam worth 40% of total marks

**Section A** – A design question based on a preparation sheet is issued by the exam board prior to the exam.

**Section B** – Covers all aspects of subject knowledge and understanding.

**Unit 2: Controlled Assessment (Coursework) 60% of the total marks.**

All students are required to complete an extended 'Design and Make' project following a design brief set by the exam board. It is expected that students should spend about 45 hours on this activity. This will consist of a final product and a supporting, design folder of approximately 20 pages of A3. The coursework is divided into 4 sections investigating the design context, development of design proposals, making and testing & evaluating.

### **What can GCSE Resistant Materials lead to?**

A level Product Design  
BTEC in Engineering  
Technical Baccalaureate

**For more information please contact Mrs J Rossall at  
[joanne-rossall@st-aidans.lancs.sch.uk](mailto:joanne-rossall@st-aidans.lancs.sch.uk)**