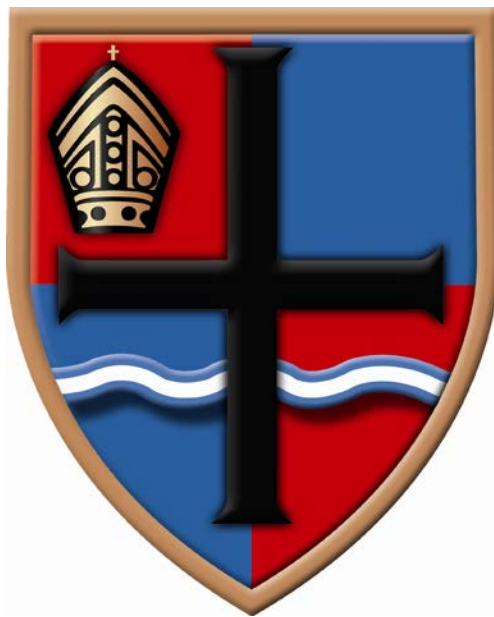


Cardinal Allen Catholic High School



**Key Stage 4 Courses
2018 ~ 2020**

Information for Parents / Guardians

Dear Parents / Guardians

In the next academic year your child will enter Year 10 and the subjects he or she chooses now will determine the courses to be studied to examination level. These choices should be a reflection of the abilities, interests and needs of each pupil. The selection of these subjects can affect future educational pathways and career choices and should be made through discussion between pupils, parents and teachers.

This booklet is intended to help your son / daughter in making his/her preferences and I would ask you to study it very carefully with them. It gives information about possible careers and their requirements, the subjects which the school offers, and the demands which will be made of pupils during the next two years if they are to make a success of their courses.

English, Mathematics, Science, Religious Studies and 'Games' are compulsory. There is a choice of three option subjects for most pupils. Advice and help will be given by all Subject Teachers and Form Teachers. New subjects will be explained to pupils, as will the requirements of public examinations.

All courses demand a commitment of time and effort. Good examination results cannot be obtained without consistent hard work. Consequently, regular attendance, punctuality, consistent application and homework completed promptly and carefully are essential. School work should take priority over additional activities such as part-time work. If Homework is done as soon as possible after returning home, it is out of the way and your child can then relax. Your support and encouragement will also have a vital part to play in your child's success.

This guide is intended to be read by pupils and parents and we hope you will find it useful in helping your son/daughter in making an informed choice.

Yours faithfully

M Akers

Mr. M. Akers

Assistant Headteacher

Key Stage 4 Courses

The subjects to be studied during Year 10 and 11 fall into two distinct categories.

CORE SUBJECTS – which are studied by all pupils:

English, Mathematics, Science, Religious Studies and Games

OPTIONAL SUBJECTS

Choices are made by choosing ONE PREFERRED subject from each of the following blocks plus one alternative subject from each block. Further details regarding each subject and the qualifications available are included in part two of this booklet.

| Teaching Groups |
|---------------------|
| S and H only |
| C and F only |
| A, C, F and W |
| A and W only |
| All Teaching Groups |

| Block A | Block B | Block C | |
|--------------------|------------------|-----------------------|-----------------|
| | | Groups A, C, F and W: | Groups S and H: |
| Art and Design | Computing | French | 9S Spanish |
| Drama | Construction | Geography | |
| History | Food and Cookery | IT | 9H French |
| Music | Geography | Product Design | |
| Physical Education | History | Spanish | |
| Triple Science * | IT | Key Skills | |
| | Product Design | | |

Our aim is to create a timetable that accommodates the highest possible number of chosen subject combinations allowed by the available resources (i.e. teaching time, rooms and pupil numbers). However, some courses do become oversubscribed. Therefore pupils will be asked to:

- i) place the three preferred subjects in order of importance
- ii) choose an alternative subject from each option block
- iii) choose six different subjects i.e. you cannot put down Geography as a preferred subject from Block One and as an alternative in Block Two.

* Triple Science is only available for pupils in Sets 1-3.

Advice for pupils

Choosing your options

Choosing your subjects for Years 10 and 11 may be one of the first big decisions you will have to make in your life. You may not know what career you want in the future, but your decisions will affect what you do when you leave Cardinal Allen.



Start by thinking about the following questions:

Q. Are you good at a subject?

A. Ability in a subject is a solid foundation upon which to base future studies especially to examination level.

Q. Do you like the subject?

A. Enjoyment and interest in a subject are a big help when studying. However, consider why you like a subject. Is it because you like the teacher? If so it may well be that the same teacher will not be taking you in Years 10 and 11.

Q. Do you know the demands of the subject?

A. Find out all about the subject before you choose. Does the subject require coursework, oral work, etc.? Ask the subject teacher if you want more information.

Q. Are you willing to work hard both in class and at homework?

A. This is vital for all subjects if you are to be successful.

Q. Would the subject be useful for a future career?

A. Talk to teachers. Use the Careers Section in the LRC.

Q. Have you a good 'balance' of subjects?

A. Most employers look for someone with an all round education who is willing to learn. A 'good balance' will also allow you to keep your options open if you apply to go on to sixth form or a college.

Q. Is it foolish to choose a subject because a friend has chosen it?

A. YES – so don't do it!

Careers Education and Guidance

During Year 10 and 11 there is a full programme of Careers Education and Guidance. You will learn about all the different options and qualifications available to you post 16 so that you will be ready to make the next big decision in your life. All pupils receive a 'Careers Guidance Interview' in Year 11 with the school's own Careers Adviser. Representatives from all the local sixth forms, colleges, and training providers will come into school to work with groups and advise individuals. We usually organise both a Careers Evening and an Apprenticeship Evening.

Most of our pupils go on to some form of further education or training. Amongst the most popular options are:-

For A levels, BTECs and other vocational qualifications

- Blackpool 6th Form www.blackpoolsixth.ac.uk
- Blackpool & Fylde College www.blackpool.ac.uk
- St Mary's 6th Form www.st-mary.blackpool.sch.uk
- Myerscough College www.myerscough.ac.uk

For Apprenticeships

- www.apprenticeships.gov.uk
- www.training2000.co.uk



USEFUL INTERNET SITES

<https://nationalcareersservice.direct.gov.uk/>

The National Careers Service provides information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential and impartial advice, supported by qualified careers advisers

CORE SUBJECTS

English

All of our students will be entered for their GCSEs with the AQA exam board studying English Language and English Literature.

AQA GCSE English Language and English Literature

When studying both of the above courses, students will be awarded two GCSEs – one in English Language and one in English Literature. The results for both are based on end of year examinations which form 100% of the course.

English Language

Spoken Language (awarded separately from the GCSE): a presentation focussed on the use of Standard English and responding to questions and feedback.

Paper 1 (50%) Explorations in Creative Reading and Writing: Students will complete a written exam which is 1 hour and 45 minutes in length and out of 80 marks. Section A is a test of students' reading ability on a single literature fiction text. They will answer four questions on the text. Section B is a test of students' writing ability; they will be asked to write a descriptive or narrative piece. They will answer one extended writing question and will be tested on their content and technical accuracy.

Paper 2 (50%) Writers' Viewpoints and Perspectives: Students will complete a written examination which is 1 hour and 45 minutes in length and is marked out of 80. Section A will ask students to answer 4 questions on two linked texts. One will be a non-fiction text and one a literary non-fiction text. Section B will tests students' writing ability. They will be asked to present a viewpoint and will be tested on content and technical accuracy.

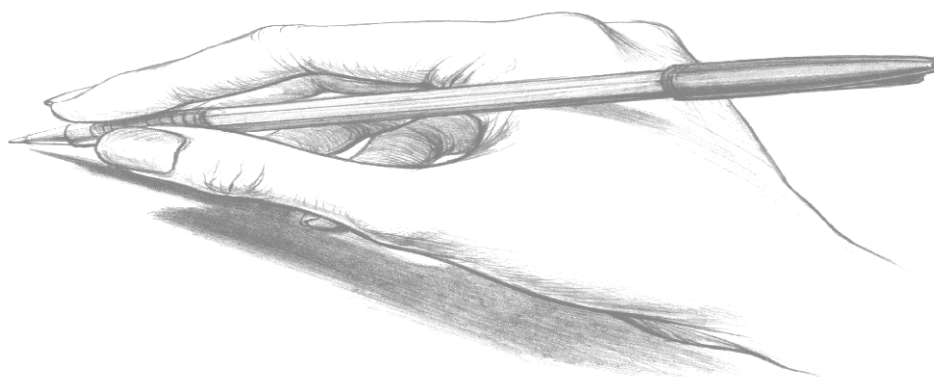


Shakespeare

English Literature

Paper 1 (40%) Shakespeare and the 19th century novel: Students will complete a written examination in 1 hour and 45 minutes. The paper is marked out of 64. Section A is focussed on the Shakespeare play that students will study in class and they will answer one question in detail about an extract from the play and then about the play as a whole. Section B is focussed on the 19th century novel that pupils will study in class and they will answer one question on an extract from the novel then the novel as a whole.

Paper 2 (60%) Modern texts and poetry: Students will complete a written examination in 2 hours and 15 minutes which will be marked out of 96. Section A will ask students to write one essay from a choice of two on the modern text they have studied in class. Section B will ask students to answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C will ask students to answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



Maths

Mathematics is extremely well resourced at Cardinal Allen and we are privileged to teach in a dedicated suite of classrooms in the Allen Building. We have benefitted from extensive developments to our ICT capabilities, all Mathematics teaching rooms are fitted with interactive whiteboards and there are two dedicated ICT suites.

GCSE results have been outstanding for a number of years. Pass rates and progress are consistently higher than the national average.

Pupils who are currently in Year 9 will study for the Edexcel Linear Mathematics GCSE (1ma1). This new exam is similar to previous courses but will have a greater emphasis on problem solving and mathematical fluency. Pupils receive four hours of Mathematics a week in years 10 and 11. The grades available at each tier are listed below:

Foundation Tier **1 to 5**
Higher Tier **4 to 9**

The new GCSE grades can be roughly compared to the old ones as follows:

| New Grade | Old Grade |
|-----------|-----------|
| 9 | A* |
| 8 | A/A* |
| 7 | A |
| 6 | B |
| 5 | C/B |
| 4 | C |
| 3 | D |
| 2 | E |
| 1 | G/F |

The top 20% of students who achieve a grade 7 or higher will earn a grade 9.

Students sit three separate ninety minute exams at the end of year 11. They are equally weighted and each can cover any element of the GCSE course. Pupils are allowed to use a calculator in the second and third exams.

The subject is split into five different topics, their weighting at each tier is described below.

| Topics | Foundation | Higher |
|---------------------------------------|------------|--------|
| Number | 25% | 15% |
| Ratio, Proportion and Rates of Change | 25% | 20% |
| Algebra | 20% | 30% |
| Statistics and Probability | 15% | 15% |
| Geometry and Measures | 15% | 20% |

A Level uptake has been very high for Cardinal Allen students for the last 3 years with a significant number of our pupils going to study Mathematics at a higher level. We have close links with the Blackpool Sixth Form College and St Mary's.

Religious Studies

Award: GCSE in Religious Studies

Examining Board: Edexcel Specification A

Timetabled hours: Three hours per week in Year 10, two hours per week in Year 11.

Homework: Twice a week throughout the course.

The Edexcel GCSE in Religious Studies Specification A consists of three externally examined papers.

All students must complete:

Paper 1: Area of Study 1 – Study of Religion (Catholic Christianity)

Written examination: 1 hour and 45 minutes

50% of the qualification

Content overview

Students must study all four content areas based upon their chosen religion.

- Beliefs and Teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression and Ways of Life

Paper 2: Area of Study 2 – Study of Second Religion (Judaism)

Written examination: 50 minutes

25% of the qualification

Students must study all two content areas based upon their chosen religion.

- Beliefs and Teachings
- Practices

Paper 3: Area of Study 3 - Philosophy and Ethics (Catholic Christianity)

Written examination: 50 minutes

25% of the qualification

Content overview

Students must study all two content areas based upon their chosen religion.

- Arguments for the Existence of God
- Religious Teachings on Relationships and Families in the 21st Century

Students must complete all examinations in May/June in any single year.

Religious Studies papers are designed to give access to the full range of scores/grades and are not tiered.

The Edexcel Religious Studies GCSE for first teaching in September 2016 & first certification in 2018.



Combined Science

All students, unlike some other schools, will complete the content from the Combined Science GCSE Course, although some individuals may chose the Separate Science route as part of their options.



What is science at GCSE?

Science at GCSE level aims to develop students' knowledge and understanding of scientific theories, but also their ability to apply that knowledge, analyse and evaluate information, in practical and everyday scenarios.

Combined Science

This is a two-GCSE sized (double award) qualification covering the three science disciplines of Biology, Chemistry and Physics. Students are awarded a grade based on their overall performance across these three disciplines. Combined science students will sit six exams at the end of the course as shown here.

| | | |
|---|---|---|
| Biology 1 Paper 1 1hr 10 60 marks | Chemistry 1 Paper 3 1hr 10 60 marks | Physics 1 Paper 5 1hr 10 60 marks |
| Biology 2 Paper 2 1hr 10 60 marks | Chemistry 2 Paper 4 1hr 10 60 marks | Physics 2 Paper 6 1hr 10 60 marks |

There will be two Biology exams, two Chemistry exams and two Physics exams. All exams are 1 hour 10 minutes, and each exam will cover half of the content for that discipline.

There will be Foundation tier and Higher tier papers, and students must sit all six exams at the same tier. Foundation tier is for students who are aiming for grades 1–5, and Higher tier is for students who are aiming for grades 4–9. As it's a double award qualification, students will receive two grades.

Students can progress from this qualification to:

- GCE A Levels, for example, in Biology, Chemistry and/or Physics
- Level 3 vocational qualifications in Science, e.g. BTEC Level 3 in Applied Science
- employment, for example in a Science-based industry where an apprenticeship may be available.

Core Physical Education ('Games')

What is the course about?

The importance of leading an active and healthy lifestyle whilst gaining the confidence and independence to manage and organise their own activities. You will develop skills, tactics & officiating in games, athletics, fitness and gymnastics activities and how to improve your own personal fitness. Students will have the option of taking the Sports Leader UK course, where you will develop your communication, organisational, problem solving and evaluating skills.

How will I learn?

Core PE:

- By practically participating in a variety of individual and team activities and sports.
- By increasingly becoming more independent and planning and organising competitions and tournaments
- By becoming increasingly aware of and taking on different roles in PE such as officials, organisers, coaches and instructors.

Sports Leader UK:

- By planning and preparing a simple sporting activity and fitness programme.
- By communicating and leading sporting activities.
- By understanding fair play and the role of officials.
- By planning, organising and leading a number of primary school sporting events.



How will I be assessed?

There is no external assessment. You will be set a specific target to achieve each assessment cycle. In the Leadership Course you will be given one task per unit to pass and you will need to demonstrate at least one hour of leadership in a sport of your choice.

How could this course help me progress?

Core PE will provide you with the experience, confidence and understanding to become a life-long participant in physical activity. It will provide you with knowledge and understanding of how to access and become involved in a number of different activities. Sports Leader UK will provide you with the ability to plan, organise, communicate and lead sporting activities which are all generic skills needed for adulthood.

OPTIONAL SUBJECTS

GCSE Art and Design

If you want to be creative and have an interest in one or more of the following areas, then this is the subject for you!

Photography, Printing, Drawing, Ceramics, Painting and 3D sculpture!

With a fantastic success rate of results the Art and Design Department provides a vibrant and interesting GCSE course, where you will learn to express your ideas and feelings using a variety of different media. You will study the work of a variety of different artists, designers and craftspeople, who will ultimately influence your work. Please note: this is a **demanding** and **time consuming course**. You will need to work in your own time in addition to the lessons. You must be committed to the course.

AQA Art and Design

The course currently comprises of two sections:

Component 1: Portfolio

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

96 marks

60% of GCSE

Component 1: Externally set assignment

What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

Preparatory period followed by 10 hours of supervised time

96 marks

40% of GCSE

We offer the opportunity for Art Gallery visits and associated field work.

GCSE candidates must be prepared to work hard and in their own time alongside the set lesson time – a genuine passion for the subject is advisable!

Art and Design GCSE can lead onto further educational courses and potential career opportunities such as:

| | | |
|------------------|------------------------|-----------------------------------|
| Artist | Craftsperson | Gallery Worker |
| Architect | Advertising | Ceramicist |
| Book illustrator | Photographer | Software Designer |
| Illustrator | Animation | Silver smith / Jewellery Designer |
| Graphic Designer | Computer game Designer | Landscape Gardener |
| Set Designer | Web Designer | Environmental Artist |
| Education | Window Dresser | Community Arts Coordinator |
| Fashion Designer | Interior Designer | Publishing |

GCSE Computer Science

Who should take GCSE Computer Science?

This new exciting GCSE (9-1) in Computer Science is suitable for young people who want to explore and investigate how computers work, and how they are used. You are most likely to enjoy the subject if you have a real interest in how computers work, you are a **logical thinker** and enjoy **problem solving**. This course will be best suited for students working at level 6B and above in Mathematics at Key Stage 3.

GCSE Computing – What will you study?

This three unit course is designed to give learners an in-depth understanding of how computer technology works and provides an opportunity to look at what goes on 'behind the scenes'. Through study of computer programming the course will help learners to develop critical thinking, analysis and problem solving skills.

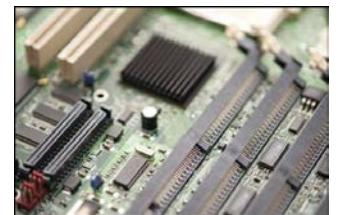
Unit 1 – Computer Systems (40% - Written Paper)

This unit covers the physical elements of computer science and the associated theory. Learners will be introduced to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and software. Learners will also become familiar with the ethical, legal, cultural and environmental concerns associated with Computer Science.



Unit 2 – Computational thinking, algorithms and programming (40% - Written Paper)

This unit focusses on the core theory of computer science and the application of computer science principles. Learners will be introduced to algorithms and programming techniques, how to produce robust programs, computational logic, translators, data representation and computing related mathematics.



Unit 3 – Programming Project (20% - Project)

This unit is a non-exam assessment. Learners will need to create suitable algorithms which will provide a solution to a specific problem set by the examination board. Learners will then code their solution in a suitable programming language. The effectiveness of the design and the testing of the solution together with the final program will be assessed. Previous projects have included a traffic speed checker, a quiz program and a breaking code application.



What future careers may this subject lead to?

Career paths are varied and skills gained will be highly sought after by employers. Well qualified and skilled computer and software engineers are in great demand. Some other well-known careers in the field include:

- Web Developer
- Application Developer
- Video Games Designer
- Artificial Intelligence
- Cyber Security Specialist
- Robotics

Construction

WJEC Level 1 / Level 2 Award in Constructing and Maintaining the Built Environment

The course is designed to develop understanding and skills related to a range of job roles in construction. The units provide an overview of technical roles such as carpenters, plumbers, decorators, tilers, bricklayers and electricians as well as professional roles such as, project managers and architects and how they work together to completion construction projects. Each unit has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in construction.

During this course students will learn the following:

- Skills required for independent learning and development
- Health and Safety at work.
- Carpentry skills, tiling, plumbing, decorating and a range of other building skills
- The ability to solve problems
- Plan a renovation project of a room in a house.
- The fundamental ability to work alongside other professionals in a professional environment.



The qualification has been devised around the concept of a 'plan, do, review' approach to learning, where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning.

The qualification provides pupils with a broad appreciation of work involved in constructing the built environment and wider opportunities for progression into further education, employment or training.

The qualification structure:

| Unit number | Unit title | Assessment |
|-------------|-------------------------------------|------------|
| 1 | Safety and security in construction | External |
| 2 | Practical construction skills | Internal |
| 3 | Planning construction projects | Internal |

Key advantages of this course;

- Develop a range of skills both practical and academic, through applied learning that will be useful in the workplace and for future learning
- Provide a foundation of knowledge about the construction industry that will help learners progress to further study or enter the workplace
- Motivate through purposeful tasks set in a construction industry context

A pass or higher in the level 2 qualification is equivalent to one GCSE Grade A*-C

Design and Technology

~ GCSE Product Design

Design, Engineering, Electronics and Manufacturing are part of the biggest employment sector in the world. Recent reports from industry have reported a huge shortage of engineers and designers for the future. Technology is moving at an incredible pace and new products and materials are being developed at a speed never seen before. Many of the jobs our pupils will do in the future have not yet been developed.

Design & Technology is a dynamic, varied and exciting subject leading to a huge variety of employment opportunities both in the UK and abroad.

Lessons are exciting and challenging. Pupils will learn about the very latest products, designs and production methods. Our aim is to educate pupils to be able to live and work in our fast moving technological world.

Important note: this is a design based course and requires the following skills.

- **Good drawing / design skills.**
- **Good problem solving skills.**
- **A good level of maths, science and ICT skills.**
- **Good homework record.**

Do you enjoy and are good at:

- Thinking Creatively & Problem Solving
- Designing & Making products
- Learning new skills
- Discovering how designers work
- Drawing and design

Would you like to be:

- At the forefront of new technology
- Solving the problems of the future
- Designing for the future
- Part of some of the most amazing companies in the world
- Inspired everyday of your working life.

If you have answered **yes** to some of these questions then you probably need to take an option in Design and Technology.

This Design and Technology option is enjoyable, interesting, and challenging but most of all useful throughout your lives. D&T allows you to find jobs, enrol on college courses or just to enjoy the experience and challenge of designing and making. Whatever your motivation you are sure to enjoy your Design and Technology lessons.

Product Design (WJEC) 50% coursework 50% exam

This course builds on the all of the work studied at KS3. During year 10 we will design and make a wide range of small projects using a wide variety of materials and techniques including the laser cutter, and other CAD CAM machinery. The course will also study the theory of the subject with an emphasis on designing for sustainability. We will study smart materials, nano technology and bio mimicry. During year 11 you will produce your own piece of coursework; this is set by the exam board at the start of year 11. To be successful in this course you need to be interested in design and keen to improve your drawing, designing and making skills. Good science, art and mathematical skills will also be of benefit.

Post 16 options: Blackpool 6th Form ~ design courses (including textiles) and their Engineering course.
Blackpool and the Fylde College ~ Engineering and design courses.

Career Options: Product design, Stage design, Architecture, Engineering, BAE, Construction, the Armed Forces, Landscape design ~ or maybe you just like being creative!!

Design and Technology

Level 1 and 2 Diploma in Hospitality and Catering

The EDUQAS Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

What will the learner study as part of this qualification?

Unit 1: The Hospitality and Catering Industry

Pupils will apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viably whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action

Pupils will apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.



How is this course assessed?

Unit 1: The Hospitality and Catering Industry 60%

This unit is assessed via an on screen, e-assessment exam that is marked out of 90. The exam will consist of short and extended answer questions based around applied situations.

Unit 2: Hospitality and Catering in Action 40%

This unit is assessed by a written assignment that is externally set by the exam board. Pupils will be required to research the task then plan, cook and serve dishes that they have researched. Demonstrate a high level of practical cookery skill as well as excellent presentation skills.



Please Note: This is a ***practical course*** and as such you are required to have good practical cookery skills, a keen interest in food and a good homework record. In addition to this there is a lot of theoretical work that has to be completed alongside the practical tasks.

Edexcel Level 2 Certificate in Digital Applications

Why do we study Digital Applications?

The Edexcel Level 2 Certificate in Digital Applications offers an inspirational approach to the subject over 120 guided learning hours. This means that you will learn practical skills which could be transferred into the workplace. Even if you don't want a career in Digital Applications or ICT, the chances are that you will make use of the knowledge and skills you acquire in your chosen profession.



What will I learn about?

Unlike Computing (which is more about how computers work and programming) Digital Applications focusses more on how to use the software along with the study of modern technologies in the creative digital industry. Examples of current tasks include web authoring software, multimedia assets and developing graphic products. The two units which are covered which are assessed as described below.

UNIT 1: Developing Web Products (25%)

This unit provides students with the knowledge and practical creative skills they need to use web authoring software, multimedia assets and navigation features to produce web products. **Students will design, build and test a web product in a computer based examination set by Pearson.**

UNIT 2: Artwork and Imaging (75%)

This unit gives students the skills to use the tools and techniques provided by artwork and imaging software to design and create effective graphic products for specified purposes and audiences. Students design and produce digital images that communicate effectively onscreen and in print and combine them with other components to produce graphic products. This unit is internally assessed through a project brief supplied by Pearson.

How can I build on this qualification?

Students will develop a range of knowledge and skills, as outlined above, which will provide a strong basis for progression to further academic or vocational study of computing and IT-related courses at level 3 or an apprenticeship.

Students will also develop a range of transferable knowledge and skills which will be valuable in support of any level 3 qualification, and later in the work place. This qualification requires students to apply their knowledge and skills to respond to a brief, to work professionally within time limits, to carry out research and evaluate the outcomes and to use appropriate tools to produce digital solutions. They will enhance their English skills through the requirement for analytical writing and they will apply mathematical skills in the development of the digital products and solutions.

AQA Performing Arts

The AQA Technical Award (Level 1/2) in Performing Arts allows you to study in a creative and practical way. You might have experienced some of the skills you will need to succeed – but you may also meet some that are new to you.

Why choose Performing Arts?

Students will be encouraged to develop critical thinking skills and become effective and independent learners. With the focus on working imaginatively, collaborating creatively and communicating effectively, the course provides a solid foundation for post-16 studies. Learners will be well prepared for further qualifications in Performing Arts, Drama, Dance, Music and Media Studies among other vocational opportunities.

What Can I Expect?

Through a combination of internally and externally assessed modules, learners will research different disciplines within the Performing Arts industry and show/reveal their creativity when developing ideas for a performance. The course will require candidates to have self-discipline, motivation and commitment – key elements that are all needed for further study.

The course comprises of three elements;

Component 1: Unlocking creativity (internally assessed)

- Produce a performance idea based on guidance from different practitioners and pitch a business model

Component 2: The performance (internally assessed)

- Produce a performance to an audience based on a list of ideas set by the exam board while working on two specific disciplines within the arts

Component 3: The performing arts experience (externally assessed)

- Written exam 1 hour 30mins

Please note that candidates will be expected to be actively involved with our annual school production. Excellent attendance is also of the utmost importance due to a focus on group work.





Why is geography important?

Geography is the study of the physical and human world. It links these in space and time, helping us to understand how and why the world is changing and to respond more intelligently to what is happening around us. In a globalised world, geography is a relevant, challenging and topical subject to study.

What is the course structure?

We follow the new Edexcel B GCSE (9-1) specification which will encompass a wide range of contemporary themes and issues, so students can understand the world around us and what could impact its future. This exciting and relevant course offers an issues-based approach with content organised by UK and global geography. It also includes a decision-making paper, which allows students to investigate people-environment issues on a global scale. **Fieldwork** is an essential aspect of geography to consolidate and extend geographical understanding, there will be two UK fieldtrips that will form 15% of the marks in paper 2.

| Component | Paper 1: Global Geographical Issues | Paper 2: UK Geographical Issues | Paper 3: People and Environment Issues Making Geographical Decisions |
|----------------------------|--|--|--|
| Content overview | <p>1. Hazardous Earth</p> <p>Studies of tropical storms and tectonic hazards</p> <p>2. Development dynamics</p> <p>A study of an emerging country</p> <p>3. Challenges of an urbanising world</p> <p>A study of a mega city in a developing or emerging country</p> | <p>1. The UK's evolving physical landscape</p> <p>2 studies of coastal and river landscapes and issues</p> <p>Fieldwork investigation: river or coastal study</p> <p>2. The UK's evolving human Landscape</p> <p>Study of a dynamic UK city</p> <p>Fieldwork investigation: urban or rural study</p> | <p>1. People and the biosphere</p> <p>2. Forests under threat</p> <p>3. Consuming energy resources</p> <p>All three topics will then form the basis of a decision-making exercise where students draw together understanding and skills from the whole course</p> |
| Assessment overview | 37.5% (94 marks) 1 hour 30 minutes | 37.5% (94 marks) 1 hour 30 minutes | 25% (94 marks) 1 hour 30 minutes |

What skills will I learn?

A GCSE geographer will develop many key skills which are useful in the wider world and for employers, for example: decision-making, evaluating, understanding different people's points of view, carrying out enquiries, working in groups, collecting, processing and handling data, using maps, graphs and charts.

What career can I pursue with GCSE Geography?

Geography is a truly multifaceted subject it has clear and valuable links with both the Humanities and Science subjects. It is a valued subject by higher education institutions and many key professions. It is an EBACC subject. This course provides an excellent basis for study at A Level and Tertiary Level. The career paths for geographers are varied but geography provides useful background for: tourism, conservation, environmental research, meteorology, journalism, hazard management, local and national government careers, leisure, flood management, transport, retail marketing, and town planning – to name but a few.

For more information visit:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

GCSE History

What History will I study?

We will be studying the new Edexcel History course. The course has been chosen so as to ensure that your experience of History is as enjoyable and as rewarding as possible. There are no tiers of entry for History GCSE and so all students sit the same examination paper and have the opportunity to achieve the full range of grades.

What are the aims of the course?

The course will give you the opportunity to:

- Investigate historical events, changes, people and issues.
- Demonstrate knowledge and understanding of key features and characteristics of history.
- Explain and analyse historical events and periods using concepts such as cause and consequence, change, continuity, significance, similarity and difference.
- Analyse sources and interpretations of the past and reach conclusions

What does the course involve?

The course involved **four** units of work. We begin in year 10 with a long period in History – the study of **Warfare and British Society 1250 to the present**. This vast topic covers medieval warfare, with case studies on Falkirk and Agincourt. We then move to changes in warfare during the early modern period, looking at the development of the standing army and the development of weapons. Then, we move to warfare in the 18th & 19th centuries, with a focus on changes to the army and the decline of the cavalry and the development of rifles and artillery. We then move warfare into the modern period, looking at the impact of new weapons and tactics and the impact of war on civilians. As part of this course we also look at the Historic Environment of London during the Second World War. This course comprises 30% of the qualification. We then move to look at **Weimar and Nazi Germany 1918-1939**. This course is worth 30% of the overall qualification. We study the impact of WWI on Germany, considering the crises of the years following the war, including the hyperinflation crisis and the French invasion of the Ruhr. We then look at the rise of the Nazi party and how Adolf Hitler was able to rise from relative obscurity to Fuhrer of Germany by 1933. We look at how the Nazi dictatorship developed and how the Nazis were able to keep control of Germany. Finally, in module 4 we look at Life in Nazi Germany, including the experiences of women, the young, minorities and Jewish people. In year 11 we next turn to **Superpower relations and the Cold War, 1941-1991**. We look at the events at the end of WWII, with the breakdown of the wartime alliances and the development of the Cold War between East and West. We then move to look at 3 Cold War Crises – the building of the Berlin Wall, the Cuban Missile Crisis and the Prague Spring in Czechoslovakia. Finally, we study the end of the Cold War; the policy of Détente and its breakdown at the very end of the 1970s and into the 1980s. We look at the impact of Ronald Reagan and Mikhail Gorbachev and the eventual collapse of the Soviet Union and the end of Communism in the East. Finally, we look at the British depth study of **Early Elizabethan England, 1558 – 88**. This is a study of the situation when Elizabeth I was queen, looking at the religious division, the problems of Mary, Queen of Scots, challenges to the reign of Elizabeth, including the Spanish Armada and the age of exploration, including the first European settlements of America.

How is the course assessed? 3 examinations

| | | |
|-----------------|---|---------------------------------------|
| Paper 1: | Warfare and British Society 1250 to present with London and WWII. | 30% of the course. 1 hr 15 minutes |
| Paper 2: | Superpower relations and the Cold War and Elizabethan England | 40 % of the course 1 hr 45 minutes |
| Paper 3: | Weimar and Nazi Germany, 1918 - 1939. | 30% of the course 1 hr 20 minutes. |

Is it for me?

There are many different reasons to study history, as it is a fantastic combination of all the other school subjects.

- History helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions.
- History trains your mind and teaches you how to think and process information.
- A lack of historical knowledge prevents people from truly understanding the world they live in.
- History helps you understand the origins of modern political and social problems.
- History makes you appreciate that people in the past were not just 'good' or 'bad', but motivated in complex and inconsistent ways, just like us.
- History provides you with many skills valued by employers, further and higher education.

'If we want to travel safely into the future, we must carry with us the wisdom of the past'

Key Skills Course

Who Should Consider This Course?

ASDAN's flagship Personal Development Programmes have been used by centres for more than 20 years. They are suitable for use in all educational settings and pitched at learners aged 14-16 working at **Entry level 3 and Level 1**.

This option provides students with the opportunity to follow the ASDAN Bronze, Silver and Gold Personal Development Programmes which offer imaginative ways of developing, recording and certificating a wide range of young people's **personal qualities, abilities and achievements**, as well as introducing them to **new activities and challenges**.

The assessment units encourage the development of the communication and personal, learning and thinking skills required for progression to further education, training or employment. Bronze, Silver and Gold programmes are nationally recognised qualification outcomes of the ASDAN programmes.

Structure

Students select a number of challenges from the 13 modules that make up the Personal Development Programmes and then compile a portfolio of evidence to show what they have done. The module titles are:

- Communication
- The Community
- Sport and Leisure
- Home Management
- The Environment
- Number Handling
- Health and Survival
- World of Work
- Science and Technology
- The Wider World
- Expressive Arts
- Beliefs and Values
- Combined Studies

Assessment

Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits (approx. 60 hours) are needed to achieve Bronze, 12 credits (approx. 120 hours) for Silver and 18 credits (approx. 180 hours) for Gold. Internally-moderated Bronze Credits certificates are available for any learner that completes less than 60 hours work.

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas: Teamwork, Learning, Coping with problems, Use of Maths, Use of English and Use of IT. There are recording documents (Skills Sheets) to guide them.

Progression routes

Progression from Bronze to Silver and then Gold is based solely on time spent and credits gained, but students are able to claim certification at each stage.

The Personal Development Programmes count as half of the curriculum credits (six) required for ASDAN's Certificate of Personal Effectiveness (CoPE) at Levels 1 and 2, which is comparable to a GCSE.

Students could also progress to the Universities Award or qualifications at Level 1 and 2, such as Personal and Social Development and Wider Key Skills. If you want to know more about Key Skills then please see Miss Smith or Mrs Boughton or visit the ASDAN website www.asdan.org.uk

Modern Foreign Languages

GCSE French or Spanish

Following the GCSE AQA French/ Spanish course will not only develop your linguistic skills, it will also continue to develop your cultural awareness alongside a range of skills which you can use in other subjects, further education and the world of work. Good communication skills, problem solving techniques, ICT skills and a greater understanding of other cultures are all taught alongside the language itself as part of the GCSE Course.

Topics covered come under the following headings:

Theme 1: Identity and Culture (friends and family, hobbies, technology, festivals)

Theme 2: Local, national, international and global areas of interest (home, town, global issues)

Theme 3: Current and future study and employment (school life, further education and career plans)

How Will You Learn?

Teaching and learning styles will be varied and will include language learning games, role-play, pair work, group work and the opportunity for independent study, as well as more formal teaching. You will be encouraged to communicate with your teacher and classmates in the target language. Listening skills will be developed through a variety of authentic materials. Online clips will also be used to help you become familiar with the language and speed of native speakers. Reading will focus on a variety of different materials, written in many different styles and including a range of authentic materials. You will learn skills required to translate from French or Spanish to English and vice versa. Writing skills will also be developed throughout the course.

Method of Assessment

You will be assessed in the four skills of listening, speaking, reading and writing. Each of the four exams holds equal weighting, making up 25% of the final grade. All skills will be assessed through final exams at the end of Year 11 at either Foundation or Higher Level. In the final exams, you will demonstrate your knowledge of the language and the language learning skills that you have developed throughout the course.

Pathways after Year 11

| Further Education and Training Pathways | Some Examples of Career Routes |
|---|---|
| <ul style="list-style-type: none">AS & A Level Spanish or FrenchVocational qualificationsFurther education coursesDegree courses (Many degree courses can be combined with languages e.g. Law, Film Studies, Politics and International Business). | <ul style="list-style-type: none">Advertising and market researchCivil and Diplomatic serviceEvent planningHotels and cateringTeachingTelevision, radio and journalismTravel and TourismVoluntary organisations <p>Languages graduates have an excellent record of finding employment. Success in French / Spanish at GCSE and beyond will open doors to working with the millions of people in numerous countries who speak the language, as well as impressing employers in the future on your CV. Many employers are even willing to pay more to employ people who have good language skills.</p> |

Please note that there is an expectation that pupils in 9H or 9S will continue to study the language that they are currently studying in Year 9 through to GCSE at the end of Year 11.

GCSE Music



The Edexcel GCSE Music is aimed at all students who have an interest in music and who are able to perform on an instrument or sing. It is a practical, theoretical and creative course for those who enjoy a wide variety of musical styles. The GCSE develops the three musical skills of performing, composing and appraising music.



You must already play an instrument or sing to around a Grade 2 standard, in order to participate in and complete the GCSE course. You will receive an instrumental or vocal lesson, provided by school, to support your performance skills.

The course is based around 4 areas of study:

Area of Study 1: Instrumental Music 1700-1820

Area of Study 2: Vocal Music

Area of Study 3: Music for Stage and Screen

Area of Study 4: Fusions

The course consists of one externally examined paper and two non-examined assessments.

Component 1: Performing (30%) Coursework: Internally marked and externally moderated.

Students are required to perform a solo and an ensemble for a combined total of four minutes. Each performance must be a minimum of one minute long. Performances must be recorded during Year 11. The minimum standard is equivalent to Grade 3.

Component 2: Composing (30%) Coursework: Internally marked and externally moderated.

Students learn how to develop their musical ideas through employing a range of compositional techniques and strategies that are learnt through analysis and musical experience. They need to ensure that their compositions demonstrate technical control and coherence and can compose in their own style allowing them to shine in their desired area. Students compose two pieces with a combined duration of three minutes. One of these is composed to a brief set by Edexcel, whilst the other is a 'free' composition in which students demonstrate a range of musical techniques within a structure of their choosing.

Component 3: Listening and Appraising (40%) Written examination

Students prepare for a written examination lasting one hour and forty-five minutes. They will respond to a range of short and long answer questions on the study pieces/wider listening learnt within the four Areas of Study. Students apply their knowledge of musical elements, musical contexts and musical language and how these relate to both familiar and unfamiliar music heard in the exam.

The paper is in two sections:

Section A – Areas of study, dictation, and unfamiliar pieces

Section B – Extended response comparison between a set work and one unfamiliar piece

It is expected that ALL GCSE Music pupils take part in extra-curricular Music activities (this will be of benefit to composition and performance skills) in and around school. Currently, at Cardinal Allen, we have Choir, Senior Choir, Orchestra, String group and Brass Group as well as the whole-school productions. The school currently has peripatetic tutors who come in to deliver lessons on Brass, Woodwind, Guitar, Bass Guitar, Drums, Piano, Strings and Voice.

PROGRESSION: Further Education - A Level Music, A Level Music Technology, BTEC Level 3 Diploma and Extended Diploma Music, BTEC Level 3 Diploma and Extended Diploma Performing Arts, BTEC National Diploma Music, BTEC National Diploma Music Technology and Level 2 First Diploma Music.



GCSE Physical Education

What is the course about?

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.

How will I be assessed?

Theory Assessment (60%)

Your knowledge and understanding of the theory component of the course is assessed the form of two written exams. **Paper 1: The human body and movement in physical activity and sport.** This includes; Applied anatomy and physiology, Movement analysis, Physical training and the use of data.

Paper 2: Socio – cultural influences and well-being in physical activity and sport. This includes; Sports psychology Socio-cultural influences, Health, fitness and well-being.

Questions on both papers are a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Practical Assessment (40%)

These are internal assessments completed under the scrutiny of your teacher. You will be required to be assessed in three different activities in the role of player/performer only. 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.

| Team Activities | | Individual Activities | |
|------------------------|---------------------|-----------------------|------------------------|
| Football | Badminton (Doubles) | Athletics | Badminton (Singles) |
| Basketball | Cricket | Dance | Golf |
| Handball | Hockey | Gymnastics | Equestrian |
| Netball | Rugby League | Rock Climbing | Skiing/Snowboarding |
| Rugby Union | Tennis (Doubles) | Swimming | Table Tennis (Singles) |
| Table Tennis (Doubles) | Volleyball | Tennis (Singles) | Trampolining |

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.

Who is best suited to this course?

Students who would like to choose a PE/Sport course will take part in an induction during the summer term. During this induction, students will be taught theory lessons and complete homework tasks. Student's attitudes and performance in homework tasks will be closely monitored. This information as well as the Science set they are in and practical performance will determine which course they are best suited to.

How could this course help me progress?

This course would be of value to the school leaver who is interested in pursuing a career in the Sport and Leisure industry and also as an appropriate foundation course for those hoping to take an A - level Physical Education or vocational BTEC National Diploma in Sport and possibly leading to sports based degree courses in higher education, such as Sports Management, Fitness Instructor, Leisure Management, Physiotherapy and Coaching.

BTEC First Award in Sport

What is the course about?

This qualification is a two year course equivalent to 1 GCSE at grades A*- C. The course provides work-related vocational training, which guides students through practical and written work to explore a wide variety of approaches to a career pathway in sport, building a range of skills and understanding in the sport sector.

How will I be assessed?

The course consists of 4 units in total, consisting of both mandatory and optional units.

1. Fitness for sport and exercise

This unit is externally assessed using an on-screen test. Edexcel sets and marks the test. The test lasts for one hour.

The unit covers the areas listed below.

- Know about the components of fitness and the principles of training
- Explore different fitness training methods
- Investigate fitness testing to determine fitness levels.

2. Practical sports performance

This unit is assessed internally by the centre and externally verified by Edexcel.

In this unit you will:

- Understand the rules, regulations and scoring systems for selected sports
- Practically demonstrate skills, techniques and tactics in selected sports
- Review sports performance.

You will also study two further optional units chosen from the list below which will be internally assessed. The Mind and Sports Performance, the Sports Performer in Action, Training for Personal Fitness and Leading Sports Activities.

This course is 75% coursework and 25% computer based theory examination on fitness. The course will be continuously assessed by completing individual assignments which make up the units listed above. The course is based around personalised learning which to a certain extent allows students to progress at a pace relative to their own needs.

Who is best suited to this course?

Students who would like to choose a PE/Sport course will take part in an induction during the summer term. During this induction, students will be taught theory lessons and complete homework tasks. Student's attitudes and performance in homework tasks will be closely monitored. This information as well as the Science set they are in and practical performance will determine which course they are best suited to.

How could this course help me progress?

This course would be of value to the school leaver who is interested in pursuing a career in the Sport and Leisure industry and also as an appropriate foundation course for those hoping to take an A - level Physical Education or vocational BTEC National Diploma in Sport and possibly leading to sports based degree courses in higher education, such as Sports Management, Fitness Instructor, Leisure Management, Physiotherapy and Coaching.

Separate (triple) Science

This option involves studying the three separate sciences in greater depth and breadth, and results in three GCSE qualifications:

GCSE Biology, GCSE Chemistry and GCSE Physics.

Students are awarded individual grades for each discipline.

Separate science students study all of the content from Biology, Chemistry and Physics disciplines of Combined Science, but with added extra material in each discipline. Separate science students sit six exams at the end of the course.



| GCSE (9–1) Biology | GCSE (9–1) Chemistry | GCSE (9–1) Physics |
|--|--|--|
| Biology 1 Paper 1 1hr 45 100 marks | Chemistry 1 Paper 1 1hr 45 100 marks | Physics 1 Paper 1 1hr 45 100 marks |
| Biology 2 Paper 2 1hr 45 100 marks | Chemistry 2 Paper 2 1hr 45 100 marks | Physics 2 Paper 2 1hr 45 100 marks |

These six exams, at 1hr 45 minutes, are slightly longer than the Combined Science exams. Each exam will cover half of the content for that discipline. There will be Foundation tier and Higher tier papers. Foundation tier is for students who are aiming for grades 1–5, and Higher tier is for students who are aiming for grades 4–9.

In the separate science pathway, students can choose different tiers for different disciplines. Therefore, for example, a student may choose to sit Physics and Chemistry at Higher tier and Biology at Foundation tier. Students will receive a grade between 1 and 9 for each of Biology, Chemistry and Physics GCSEs.

Please note, Triple Science is only available for pupils in Sets 1-3.

Students can progress from this qualification to:

- GCE A Levels, for example, in Biology, Chemistry and/or Physics
- Level 3 vocational qualifications in Science, e.g. BTEC Level 3 in Applied Science
- employment, for example in a Science-based industry where an apprenticeship may be available.