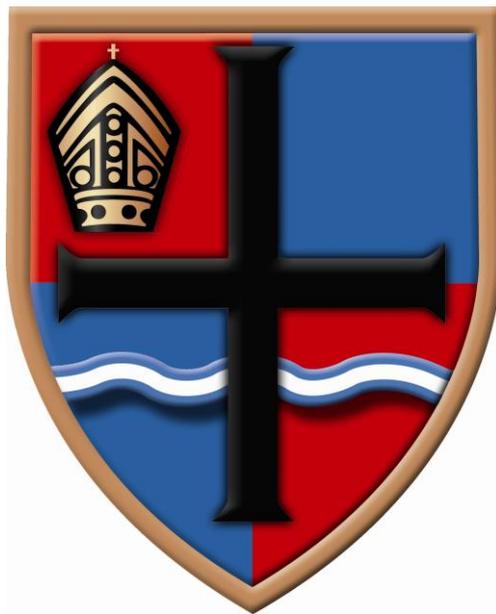


# **Cardinal Allen Catholic High School**



**Key Stage 4 Courses  
2019 ~ 2022**

# Information for Parents / Guardians

Dear Parents / Guardians

In the next academic year your child will enter Year 9 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.

All pupils will study three subjects ~ one subject from each of the option blocks below:

Block A	Block B	Block C
Computer Science* or iMedia	Child Development	Art
French*	Construction	Geography*
Geography*	Drama	Food and Cookery
History*	History*	History*
Spanish*	Photography*	Product Design
Physical Education	Triple Science*	Physical Education
Product Design		Music

Pupils must:

- Choose a preferred subject from each Block.
- Ensure your preferred subjects include **at least one subject marked with an \***
- Rank your three preferred subjects in order of importance, ie 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>.
- Nb. You cannot choose both Art and Photography. You cannot choose both Construction and Product Design. Only pupils in 8H and 8S may opt for Construction.
- Choose **an alternative subject** from each option block. (This is because some subjects may be oversubscribed or may not run due to lack of numbers).
- Ensure you choose **six different subjects** i.e. you cannot put History down as a preferred subject from Block A and as an alternative in Block B.

Option Block	Preferred Subject	Order of Importance	Alternative subject
A			
B			
C			

# General 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. It's important therefore that you spend some time on this decision and that you talk to your parents and teachers about your potential choices.



### **Some questions to consider:**

#### **How do I choose my Option subjects?**

It is not always easy to decide on just 3 subjects. Your ability in a subject is important and so is your attitude. Are you making good progress? Do you find it interesting? Have you worked hard? Is it likely you might need this subject in the future?

#### **Do you like the subject?**

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. Don't base any decision on what your friends are doing.

#### **Do you know the demands of the subject?**

Find out as much as you can about the subject before you choose, it may be very different in upper school. What will you be studying? What qualification will you get? Read the information in this booklet and talk to your teachers.

#### **Have you chosen a good 'balance' of subjects?**

Having a good variety of subjects is important. Many employers like to see a broad range of qualifications at this level. Some subjects are too similar in nature so you're not allowed to do both, for instance Computing and IT, Art and Photography, Product Design and Construction.

#### **Why do I have to do at least one subject marked with an \*?**

These are called 'EBacc Subjects'. The Government says 'that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.' As a school we also feel it's important for your general education that you choose at least one of these subjects.

#### **I'm in a top set, do I have to do MFL?**

Pupils are strongly encouraged to do a GCSE in either French or Spanish because a language GCSE may boost your chances of going to university.

#### **Will I always get the subjects I have chosen?**

You may not always get all your preferences. That's why it's so important to choose alternatives in each option block. We try to make sure everyone gets their preference but sometimes subjects are oversubscribed or don't run because the numbers don't make a class viable. If that happens you must be prepared to do one of your 'alternative' choices. If your teachers feel that you will struggle with a subject you may be directed towards another one. Some pupils may be directed to Key Skills, but this will be discussed with parents.

#### **What if I change my mind?**

This is often difficult or impossible once a course has started in Year 10. It is much better to decide carefully now.

#### **What is my form is late?**

Option forms will be issued Monday 11<sup>th</sup> February. This must be returned to school no later than **Friday 15<sup>th</sup> February**. It is reasonable that forms returned on time, and that are completed as instructed, are given priority over those that are late or incomplete.

# **CORE SUBJECTS**

# GCSE 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 test students' writing ability. They will be asked to present a viewpoint and will be tested on content and technical accuracy.

### **English Literature**

*Paper 1 (40%) Shakespeare and the 19<sup>th</sup> 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 19<sup>th</sup> 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.



# GCSE 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.

Pupils who are currently in Year 9 will study for the Edexcel Linear Mathematics GCSE (1ma1). This 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:

<b>Foundation Tier</b>	<b>1 to 5</b>
<b>Higher Tier</b>	<b>4 to 9</b>

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.

<b>Topics</b>	<b>Foundation</b>	<b>Higher</b>
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.



# GCSE Religious Studies

**Examining Board:** Edexcel Specification A

**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.

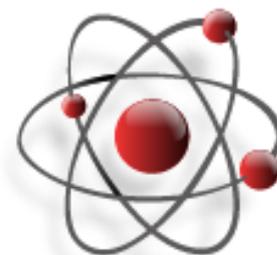
- Arguments for the Existence of God
- Religious Teachings on Relationships and Families in the 21st Century

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



# GCSE Combined Science

All students will complete the content from the Combined Science GCSE Course, although some individuals may choose 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.

<b>Biology 1</b> Paper 1 1hr 10 60 marks	<b>Chemistry 1</b> Paper 3 1hr 10 60 marks	<b>Physics 1</b> Paper 5 1hr 10 60 marks
<b>Biology 2</b> Paper 2 1hr 10 60 marks	<b>Chemistry 2</b> Paper 4 1hr 10 60 marks	<b>Physics 2</b> 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')

The main aim of the Physical Education Department at Cardinal Allen Catholic High School is to provide a wide ranging programme of individual and group activities to develop skills, promote fitness, and provide enjoyment and learning opportunities in a structured, healthy and safe environment.

We have a balanced and varied curriculum that enables students to experience a number of different activity areas. We also run extra-curricular sports clubs and teams alongside the curriculum which involvement in will improve the students overall Physical Education experience. This experience will hopefully encourage students to maintain a healthy sporting interest into Year 11 and upon leaving school.



# **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!*

## ***Drawing, Ceramics, Painting, Photography, Printing, 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 2: 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

Architect

Book illustrator

Illustrator

Graphic Designer

Set Designer

Education

Fashion Designer

Craftsperson

Advertising

Photographer

Animation

Computer game Designer

Web Designer

Window Dresser

Interior Designer

Gallery Worker

Ceramicist

Software Designer

Silver smith / Jewellery Designer

Landscape Gardener

Environmental Artist

Community Arts Coordinator

Publishing

# Child Development

**The Level 2 Technical Award in Child Development and Care** provides learners with the opportunity to gain a vocational qualification that gives a basic introduction to the sector.

It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development of children aged 0-5 years.

It also gives learners an insight into their preferred learning styles and assists in developing their ability to study



## Who is it suitable for?

The qualification is suitable for a range of young learners in school or in college.

## Do you need to be working to take this qualification?

This is a knowledge-only qualification, therefore no work placement is required

You will develop knowledge, understanding and skills in relation to the roles and responsibilities connected to child development from conception to the age of five.

Possible jobs include working with children as a nursery assistant or nursery nurse. You can also progress to paediatric nursing, midwifery, nursery and primary teaching and early years practitioner.

When you have completed the course you can go on to study

- Level 2 Diploma: Children's Care, Learning and Development
- Level 3 Extended Diploma: Children's Care Learning and Development or
- Complete A-Levels to go to University

# GCSE Computer Science

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## Who should take GCSE Computer Science?

The GCSE in Computer Science is suitable for students who have an avid interest in how computers work and a passion for programming. You are more likely to enjoy the subject if you are a **logical thinker** and enjoy **problem solving**. This course relies heavily on independent learning and will be best suited for students working at Grade 3.4 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 the study of computer programming, the course will help learners to develop critical thinking, analysis, and problem-solving skills.

### Unit 1 – Computer Systems (50% - Written Paper)

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This component focuses on the physical elements of computer science and the associated theory. Students will study the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security, and software. They will also become familiar with the impact of Computer Science in a global context through the study of ethical, legal, cultural, and environmental concerns associated with computer science.



### Unit 2 – Computational thinking, algorithms and programming (50% - Written Paper)

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This component focuses on the core theories embedded into computer science and the application of computer science principles. Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators, and facilities of computing languages and data representation. Students will also study computing-related mathematics including exponentiation and modulus.



### Unit 3 – Programming Project (Formal Requirement)

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This component is a formal requirement that requires students to design a coded solution for a series of tasks. It is designed to consolidate the learning across the specification through practical activity. Students will create suitable algorithms for each task before coding them in a programming language. Previous tasks include the development of a speed camera program and a music quiz.



## 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 the Built Environment

Please note, this course is only suitable for pupils in 8H and 8S.

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

# Creative iMedia

## OCR Cambridge National

### Course Description

If you enjoyed your Creative Technology units where you created an animation, a radio advert and a TV advert and you like making digital products on the computer and using the computer to be creative, then this is the course for **you!** With Information Technology at its heart the OCR Cambridge National course in Creative iMedia is designed to equip learners with a range of creative media skills and provided opportunities to develop, in context, desirable, transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. The 'hands on' approach that is required for teaching and learning of this course has a strong relevance to the way young people use the technology required in the creative media industry. The course is equivalent to one GCSE and comprises of four units:

### R081: Pre-production Skills

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The aim of this unit is for students to understand pre-production skills used in the creative and digital media sector. Students will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. This unit is assessed through a 1 hour 15 minute written examination which will be set and marked by the examination board.



### R082: Creating Digital Graphics

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The aim of this unit is for students to understand the basics of digital graphics editing for the creative and digital media sector. Students will learn where and why digital graphics are used and what techniques are involved in their creation. They will plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.



### R084: Storytelling with a Comic Strip

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The aim of this unit is for students to understand the basics of comic strip creation. Students will explore different genres of comic strip and how they are created. They will plan and create a comic strip to specific requirements, and review the final comic against a specific brief.



### R085: Creating a Multipage Website

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The aim of this unit is for students to understand the basics of creating multipage websites. Students will learn about the different properties, purposes and features of multipage websites. They will demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website and review the final website against a specific brief.



### Assessment

Units R082, R084 and R085 are centre assessed throughout the course and externally moderated. R081 is assessed by a written examination.

# 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.**

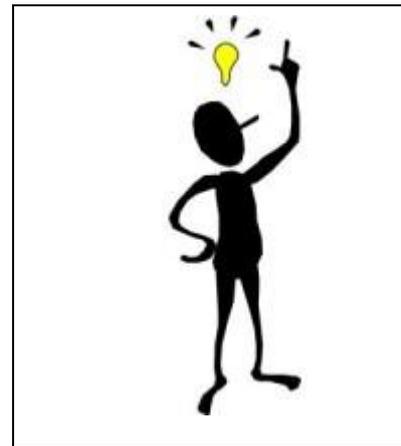
- **Good drawing / design skills.**
- **Good problem solving skills.**
- **A good level of maths, science and ICT skills.**
- **Good homework record.**

**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 6<sup>th</sup> 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.



# GCSE Geography

## 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 studies 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
<b>Content overview</b>	<p><b>1. Hazardous Earth</b></p> <p>Studies of tropical storms and tectonic hazards</p> <p><b>2. Development dynamics</b></p> <p>A study of an emerging country</p> <p><b>3. Challenges of an urbanising world</b></p> <p>A study of a mega city in a developing or emerging country</p>	<p><b>1. The UK's evolving physical landscape</b></p> <p>2 studies of coastal and river landscapes and issues</p> <p>Fieldwork investigation: river or coastal study</p> <p><b>2. The UK's evolving human Landscape</b></p> <p>Study of a dynamic UK city</p> <p>Fieldwork investigation: urban or rural study</p>	<p><b>1. People and the biosphere</b></p> <p><b>2. Forests under threat</b></p> <p><b>3. Consuming energy resources</b></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>
<b>Assessment overview</b>	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 Edexcel GCSE (9-1). 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. The specification can be found here: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

## Is it for me?

**If you enjoy History and are good at literacy, then YES!**

- 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.



## What does the course involve?

**We will study 4 modules of History (not necessarily in this order):**

<p>Module 1: Modern Depth Study</p> <p><i>Paper 3: 1 hr 20 minutes</i> 30% of marks</p>	<p><b>Weimar and Nazi Germany, 1918-39</b></p> <ul style="list-style-type: none"> <li>• The Weimar Republic, 1918-29</li> <li>• Hitler's rise to power, 1919-33</li> <li>• Nazi control and dictatorship, 1933-39</li> <li>• Life in Nazi Germany, 1933-39</li> </ul>
<p>Module 2: a) Thematic Study and b) Historic Environment</p> <p><i>Paper 1: 1hr 15 minutes</i> 30% of marks</p>	<p><b>a) Thematic study: Medicine in Britain 1250 to present</b></p> <ul style="list-style-type: none"> <li>• Medicine in Medieval England 1250-1500 <i>Case study: The Black Death</i></li> <li>• Medical Renaissance in England 1500-1700 <i>Key individual: William Harvey and discovery of circulation</i> <i>Case Study: The Great Plague, London, 1665</i></li> <li>• Medicine in 18<sup>th</sup> &amp; 19<sup>th</sup> Century Britain <i>Key individual: Jenner and the development of vaccination</i> <i>Case study: Fighting cholera in London in 1854</i></li> <li>• Medicine in modern Britain 1900- present <i>Key individuals: Fleming, Florey and Chain's development of penicillin</i> <i>Case study: Fight against lung cancer in the 21<sup>st</sup> century</i></li> </ul> <p><b>b) The British Sector of the Western Front 1914-1918: injuries, treatment and the trenches.</b></p>
<p>Module 3: British Depth Study</p> <p><i>Module 3 &amp; 4 are examined in the same exam:</i> <i>Paper 2: 1hr 45 minutes</i> 40% of marks (20% per module)</p>	<p><b>Early Elizabethan England, 1558-88</b></p> <ul style="list-style-type: none"> <li>• Queen, government and religion 1558-69</li> <li>• Challenges to Elizabeth at home and abroad, 1569-88</li> <li>• Elizabethan society in the age of exploration, 1558-88</li> </ul>
<p>Module 4: Period Study</p> <p><i>Module 3 &amp; 4 are examined in the same exam:</i> <i>Paper 2: 1hr 45 minutes</i> 40% of marks (20% per module)</p>	<p><b>Superpower relations and the Cold War, 1941-1991</b></p> <ul style="list-style-type: none"> <li>• The origins of the Cold War, 1941-58</li> <li>• Cold War Crises 1958-70: Berlin, Cuba and Czechoslovakia</li> <li>• The end of the Cold War, 1970-91</li> </ul>



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



# GCSE Modern Foreign Languages

**There is expectation that pupils in 8C or 8F will continue to study the language that they are currently studying in Year 8 through to GCSE at the end of Year 11**

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

<b>Further Education and Training Pathways</b>	<b>Some Examples of Career Routes</b>
<ul style="list-style-type: none"><li>AS &amp; A Level Spanish or French</li><li>Vocational qualifications</li><li>Further education courses</li><li>Degree courses (Many degree courses can be combined with languages e.g. Law, Film Studies, Politics and International Business).</li></ul>	<ul style="list-style-type: none"><li>Advertising and market research</li><li>Civil and Diplomatic service</li><li>Event planning</li><li>Hotels and catering</li><li>Teaching</li><li>Television, radio and journalism</li><li>Travel and Tourism</li><li>Voluntary organisations</li></ul> <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.</p>

# GCSE Music



The WJEC Educas GCSE in 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 1 standard, in order to participate in and complete the GCSE course. You will have the option to receive an instrumental or vocal lesson, subsidised by school, to support your performance skills.**

This course develops knowledge and understanding of music through four **interrelated** areas of study:

**Area of study 1: Musical Forms and Devices**

**Area of study 2: Music for Ensemble**

**Area of study 3: Film Music**

**Area of study 4: Popular Music**

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 minimum of four minutes. Each performance must be a minimum of one minute long. Performances must be recorded during Year 11. The standard required by the end of Y11 is equivalent to Grade 3 performance.

**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. Students compose two pieces with a combined duration of three minutes. One of these is composed to one of 4 set briefs set by WJEC Educas, 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**

This component is assessed via a listening examination based on the 4 areas of study listed above. Two of the eight questions are based on extracts set by WJEC.

**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.

**Please note that depending on the cohort of students opting for KS4 Music, the BTEC Music *may* be offered instead if this is deemed to be more appropriate. Both parents and students will be advised of this change prior to starting the course if this is the case.**



# Performing Arts

## AQA Technical Award

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/externally moderated)

- Produce a performance idea based on guidance from different practitioners and pitch a business model. (30%)

#### **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 (30%)

#### **Component 3:** The performing arts experience (externally assessed)

- Written exam 1 hour 30mins (40%)

### Am I suitable for the course?

Performing Arts is a dynamic and energetic subject which demands the same of its students. As a minimum requirement you will be expected to;

- have excellent attendance
- work well in group tasks
- be involved with extra-curricular events
- perform at Open Evenings
- speak confidently, on your own, in front of an audience.



# GCSE PHOTOGRAPHY

GCSE Photography encourages students to observe, select and interpret with imagination, feeling and understanding. Through the use of contemporary DSLR cameras students will be taught how to best capture the most striking pictures. Editing software will be used to alter and manipulate work in a variety of different ways. Students will experiment with a myriad of themes and techniques, and will analyse the work of other photographers and artists, making comparisons to their own work. **Students will need to be proficient in the use of I.T. and file management.**

It is an advantage for students to have their own DSLR cameras but not a necessity. **Students will need access to some form of photography device for homework tasks.**

## **AQA Art and Design - Photography**

The course 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 2: 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 fieldwork.*

**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 Photography GCSE can lead onto further educational courses and potential career opportunities such as:

Fashion	Tourism	Graphic design
Civil engineer	Architect	Education
Media/Television	Medical Illustrator	Web design
Wedding portrait photography	Army/ Navy/ Air force Photography	Retail
Radiology	Wildlife photographer	Journalism
Digital design	Marketing	Product design
Commercial Photography	Animation	Game design
Publishing	Set Design	Illustration
Community Arts Coordinator	Environmental Artist	Landscape architect

# SPORT STUDIES

## OCR CAMBRIDGE NATIONAL

### What is the course about?

The aim of this qualification is to develop a range of skills in sport and physical activity in different contexts and roles. Pupils are assessed in their own practical ability and also in their ability to lead physical activities, umpire, referee and coach. Pupils are assessed in 4 different units.

Unit	Assessment Method
<b>Contemporary issues in sport (25%)</b>	This is assessed externally through a 60 minute exam. Topic included: Factors affecting participation How sport promote values Importance of hosting a major event Role of national governing bodies
<b>Developing sports skills (25%)</b>	This is a centre assessed unit. This is assessed through practical lessons. Pupils are assessed in their practical ability in one team and individual sport. They are also assessed in their ability to evaluate performance and referee/umpire.
<b>Sports leadership (25%)</b>	This is a centre assessed unit. Pupils are assessed on their ability to plan, lead and evaluate an activity session for a group of younger students.
<b>Sport and the media (25%)</b>	This is a centre assessed unit. Pupils develop their knowledge of how sport is covered in the media, as well as the positive and negative impacts that media can have on sport. They complete a series of coursework based tasks.

### Skills and qualities needed to be successful on this course

- A genuine interest in the theoretical concepts involved in sport.
- A good level of performance in sport will enhance their chances of a good grade.
- Commitment to developing sports skills through PE and by attending extra-curricular clubs.
- To be confident delivering sports leadership sessions to their peers.
- Organisational skills to bring the correct equipment to lessons.
- The ability to work cooperatively with others and contribute to group work.
- The ability to act upon advice and feedback to amend completed work.

### Possible careers in this area

Fitness instructor, physiotherapist, sports coach, teacher, youth worker, personal trainer, sports scientist, sports equipment manufacturer, leisure centre manager, sports nutritionist, sports official, sports journalist, sports psychologist, sports biomechanics.

# Separate ('triple') GCSE Science

Please note, Triple Science is ideally suited for pupils currently in the top sets.

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
<b>Biology 1</b> Paper 1 1hr 45 100 marks	<b>Chemistry 1</b> Paper 1 1hr 45 100 marks	<b>Physics 1</b> Paper 1 1hr 45 100 marks
<b>Biology 2</b> Paper 2 1hr 45 100 marks	<b>Chemistry 2</b> Paper 2 1hr 45 100 marks	<b>Physics 2</b> 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.

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.