KEY STAGE 4 OPTIONS

Information for Year 9 Students 2018

Richard Challoner School

Making the right choice
Choosing subjects to study in Years 10 and 11 can seem daunting. This booklet is designed to provide information about the courses available to students studying at Richard Challoner School for KS4 (years 10 and 11), to make the process easier. It should be read carefully by you and your parents/carers. It is advisable that you discuss the available choices with your parents/carers before making any final decisions.

Throughout Year 9, you have been encouraged to think ahead to the end of the year when you can adapt your programme of study. There are certain subjects you will be obliged to study, and then your choice of two "options".

You have to take the following subjects:
- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- GCSE Religious Education
- A Modern Language (GCSE French or Spanish)
- A Humanity (GCSE Geography or History)
- PSE (Personal and Social Education)
- Games

You then choose two of the following options:
- GCSE Triple Science
- GCSE Art and Design
- GCSE Business Studies
- GCSE Design and Technology
- GCSE Drama
- GCSE Geography (if you did not choose it as your humanity)
- GCSE History (if you did not choose it as your humanity)
- Hospitality and Catering
- GCSE Computer Science
- GCSE Music
- GCSE Physical Education

Click on a subject above to jump to its page in the booklet!

Please note that for the vast majority of our students, this option programme allows access to all the subjects that form the English Baccalaureate. This is a performance measure that has been introduced by the government to recognise students gaining a qualification at GCSE grades A* to C in English, Maths, 2 Sciences, a Modern Foreign Language and a Humanity subject.
Making the right choice—Key Stage 4 Options
Options Evening 2018

An Options Evening will take place at Richard Challoner School on **Thursday 17th May 2018**. This evening will provide you with an opportunity to visit up to five presentations by Heads of Department/GCSE teaching staff, relating to the optional subjects.

### Important points to bear in mind

During PSE you have had the opportunity to consider potential careers and their requirements via the [Cascaid website](#). I hope you use your login details to have another look at this before choosing your Options. However, it may be too early to make a definite decision regarding your future career, and therefore you should try not to limit yourself to a narrow choice of disciplines. You should consult as many "experts" as possible for advice; teachers, career advisers, friends/family in industry, websites etc. Think not only about what you want to do, but also about what is best for you to do.

*Do not choose a subject just because your friends have chosen it or you might be taught by a teacher you like.*

**Think about…**

- **What’s your passion?** If you enjoy a subject, there is a chance you will do better in it. Choose a subject you love doing.
- **Your future.** What do you want to be? Some careers need certain qualifications, so look at the entry requirements for that job.
- **What do you do well in, exams or controlled assessment?** Look at how each course is assessed. If you are good at coursework but poor at exams, try not to choose a subject that is only assessed by exams.

This booklet contains information about each subject to assist in your selection. You are also advised to talk to your subject teacher regarding your potential at GCSE level.

Please note that whilst every effort will be made to accommodate your choices, there may be some limitations in certain cases. For example, there may not be sufficient places on a particular course or viable numbers for a course to run. Therefore, we ask all students to choose one reserve option, to cover all eventualities.

There is also a section included at the back of this booklet for your information about education and training pathways after your GCSEs. There is also a [notes page](#) for you to use if you would like to.

If problems arise please do not hesitate to contact myself or Mr O’Brien at school and every effort will be made to solve them. **Explore all the options and make the right choice for you.**

Mr Mander
Year 9 Leader
Making the right choice—Key Stage 4 Options

GCSE Mathematics

Subject Leader—Mrs N Cloudsdale

Why study Mathematics?
Mathematics is an exciting subject giving both basic and abstract skills to pupils, which both stretches and supports current understanding and gives new techniques and ideas to solve numerical and algebraic problems.

Course Details
Year 10 pupils will follow the two-year Mathematics GCSE course following the Edexcel Linear GCSE Syllabus in Mathematics, 1MA1. There are three exams, one non calculator exam and two calculator allowed exams, each contributing equally to the final grade. Each exam is 1.5 hours. The exam incorporates Functional Skills and Problem Solving.

Assessment
There are two tiers of entry in the final examination at the end of year 11. The decision for Foundation or Higher entry will be taken based on performance throughout Year 9, the Year 9 exam result, and revised if required after the Year 10 exam and the mock in Year 11. Foundation tier examines levels 1 to 5, and higher tier examines levels 4 to 9.

At the end of Year 9, the results of the End of Year exam and teacher assessment will determine any changes to the present setting arrangements.

General requirements

1. Basic equipment must be brought to every lesson including pencil, ruler and calculator. There will also be the need to bring a protractor or a pair of compasses to some lessons.

2. Every pupil must meet deadlines. Evidence of work over a period of time is extremely important.

3. Homework will be set regularly, and students are expected to spend between one and two hours each week on Mathematics outside the classroom.

4. If a pupil has a difficulty with maths it is essential that they ask a member of the department for assistance rather than struggling alone. There is always someone willing to give help. Ask for help before the lesson that homework is due in.

Career prospects Mathematics GCSE allows you to choose many careers and courses. Many courses and careers expect at least a grade 5 in Maths from all their candidates. Maths is required at varying levels for the following careers: Pilot, Computer Programmer, Engineering and Banking. It is also an entry requirement for many courses and further study.
Why study English?
The importance of achieving a GCSE in English cannot be overstated: attainment of an English GCSE is a requirement of the majority of courses offered by Sixth Form and Further Education colleges. Increasingly, the achievement of a good grade in an English GCSE is also a requirement of many employers in both the public and private sector. The ability to communicate effectively is, arguably, the skill most central to success in later life. All students at Richard Challoner School will be entered for both AQA GCSE English Language and AQA GCSE English Literature. Many students will also be given the opportunity to complete the AQA English Functional Skills qualification.

English Language
The English Language GCSE assesses a student’s abilities in speaking and listening, reading, writing and interpreting a range of fiction and non-fiction texts. Students are given the opportunity to demonstrate their skills in creative writing, presenting facts, ideas and opinions, and they will be required to respond to a range of challenging texts from the 19th, 20th and 21st century.

Assessment: External examination - 100%.

English Literature
The English Literature GCSE assesses the study of poetry, modern prose, drama (including Shakespeare), and texts from the English Literary Heritage. Students will experience a range of Literature with a wide variety of appeal drawn from contemporary and modern texts, texts from across the globe and texts which have had a significant influence on our English literary and cultural heritage.

Assessment: External examination - 100%.

A small number of students will be entered for only the English Language GCSE qualification. This will provide them with more time to develop and practise the skills required for this redesigned qualification. They will also be supported in their entry for the AQA Level 2 English Functional Skills qualification.
Making the right choice—Key Stage 4 Options

GCSE Science

Subject Leader—Mr M McAlonan

Why Study Science?
The study of Science is essential in helping us to understand the world around us. This understanding, or ‘Scientific Literacy’, also plays an important part in ensuring students will be able to engage in debates and decisions about a number of important issues in society. Moreover, students will develop an appreciation for the idea that Science is not just a body of facts, it is method; a way of learning that places evidence at the centre. Our philosophy: Science for all. We believe that science has something to offer every student, whatever their aspirations. From trainee chef to nuclear physicist, construction apprentice to cancer researcher, everyone needs some level of relevant science understanding.

Course Details
New Specification 2016 AQA

What’s changing?

• No controlled assessment (ISAs).
• No assessment of quality of written communication.
• The minimum exam time for Combined Science will be 7 hours.
• 15% of GCSE marks on the written papers assess practical skills.
• Grades - The A* to G grades will be replaced by 9 to 1 for Biology, Chemistry and Physics.
• Combined Science will have a 17 point grading scale, from 9–9, 9–8 through to 2–1, 1–1.
• A single GCSE science will no longer be offered. This means no core, additional or further additional science GCSEs.
• All science GCSEs will have higher and foundation tier papers.

Assessment
This is a linear course. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is similar:

• Written exams: 6 x 1 hour 15 minutes
• Foundation and Higher Tier
• 70 marks
• 16.7% of GCSE
Making the right choice—Key Stage 4 Options

GCSE Triple Science Option

Subject Leader - Mr M McAlonan

Studying the Separate Sciences (the ‘Triple Science’ option) means students will finish year 11 with a separate GCSE in Biology, Chemistry and Physics. The extra depth and challenge offered by the triple science pathway provides an excellent foundation for studying science A Levels (though it is important to note that it is not compulsory for students to have studied triple science in order to gain access to A Level Science subjects).

We are hoping that those with an interest in Science and who are enthusiastic about learning more and going in deeper will choose the Triple Science option. Due to the slight increase in challenge it is advisable that those choosing this option will have secured a level 7 (or a high level 6) at KS3.

Exam success: The Triple Science option at Richard Challoner has a proven track record of excellent exam results (last year, Biology attained 100% A* to C with 68% A*/A; Chemistry 98% A* to C with 62% A*/A; Physics 100% A* to C with 72% A*/A).

What’s changing?

• No controlled assessment (ISAs).
• No assessment of quality of written communication.
• The minimum exam time for Combined Science will be 7 hours.
• 15% of GCSE marks will be for practical skills.
• Grades - The A* to G grades will be replaced by 9 to 1 for Biology, Chemistry and Physics.

Assessment for the Triple Science courses:
This is a Linear course. Six written exams will be taken. Two for Biology, two for Chemistry and two for Physics. All these exams will be taken in the Summer session of Year 11.

The exams are based on the following format:
• Written exam: 1 hour 45 minutes
• Foundation and Higher Tier
• 100 marks
Questions are multiple choice, structured, closed short answer and open response. Each paper is 50% of the GCSE for that Science subject.
Making the right choice—Key Stage 4 Options

GCSE Religious Education

Subject Leader—Mrs L Bailey

Is an unborn baby a person?
Should a racist have freedom of speech?
If the Church doesn’t allow divorce, does that mean you have to stay with a partner that abuses you?
Will God forgive me for anything as long as I’m sorry?
What happens to us when we die?
Is it really Jesus’ body that I eat in mass?
If Jesus was a Jew, why are his followers called Christians?

Year Ten – Perspectives on Faith

Students will have an opportunity to learn about Judaism, spending a term studying some of the key beliefs and practices of the faith.

In addition to this we look at three themes from a Christian perspective:

1. Religion, Relationships and Families
2. Religion Peace and conflict

Year Eleven – The Roman Catholic Church

Creation; Incarnation; Trinity; Redemption; Church and the Kingdom of God; Eschatology. in order for students to be confident and secure in their faith, they are taught the fundamentals of Roman Catholicism.

Each pupil should leave the course knowing the background and context of their Catholic faith.

Assessment: AQA RELIGIOUS STUDIES B

100% Examination at the end of Year 11
There is no controlled assessment

Religious Studies is recognised as a valuable academic qualification. The topics covered require an ability to be enquiring, analytical, critical and yet open-minded. These are qualities which are appreciated by and are appealing to all employers. A qualification in Religious Studies also reflects an ability to empathise with and understand other people, which is a requirement in any career dealing with people. Many employers find that people who have a good foundation in Religious Studies have acquired an excellent basis for areas such as human and social development e.g. social work, police force, law, medicine, army...

RELIGIOUS STUDIES DEALS WITH LIFE ISSUES AND IS THEREFORE INVALUABLE FOR GAINING AN INFORMED PERSPECTIVE – WHICH IS VITAL FOR NOT ONLY A CAREER, BUT FOR LIVING LIFE!
Why study a language?
The knowledge of another modern language develops our ability to communicate with others with confidence and provides us with an understanding of other people and cultures. Languages play an essential role in our globalised future. A modern language is a compulsory subject in Year 10, with students continuing with the language they opted for at the end of Year 7.

What does a GCSE in French or Spanish involve?
We follow the AQA GCSE specification in French and Spanish. The two year course concentrates on developing the four skills involved in the learning of a language: Listening, Speaking, Reading and Writing.

Which exams will I have to sit?
The GCSEs are now linear, meaning that all 4 MFL exams are sat at the end of Year 11. The speaking exam is sat marginally earlier, usually just after the Easter holidays in Year 11. Each of the 4 papers is weighted equally.

- **Listening** – 25%
- **Speaking** – 25%
- **Reading** – 25%
- **Writing** – 25%

What topics will I study?
The course is divided into 3 themes and we follow the digital, Kerboodle textbook which is available to all boys on their iPads:
- **Theme 1:** Identity and culture
- **Theme 2:** Local, national, international and global areas of interest
- **Theme 3:** Current and future study and employment

What future careers are open to me?
Success in a language is viewed with great respect by future employers as it demonstrates qualities of hard-work and application. With a language, the world is your oyster and there are many future career areas in which a language is essential: Tourism, Media, Catering, Computing, Banking, Civil Service and Law.
Making the right choice—Key Stage 4 Options

GCSE Art and Design

Subject Leader—Mr Bailey

Do you want to pursue any of these careers?

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Architecture</th>
<th>Costume Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineer</td>
<td>Special Effects</td>
<td>Fashion Design</td>
</tr>
<tr>
<td>Film &amp; Set Design</td>
<td>Sporting design</td>
<td>Game Design &amp; Marketing</td>
</tr>
<tr>
<td>Photography</td>
<td>Illustration</td>
<td>Publishing</td>
</tr>
<tr>
<td>Jeweller</td>
<td>Graphic designer</td>
<td>Printmaker</td>
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Why study Art & Design?

Art & Design enhances life, imagination and creative thinking. It makes the world a more interesting place and is a fundamental part of human existence. Studying Art & Design is vital to help develop creativity which is one of the hardest, and most desirable skills to gain. Within the course of study students are encouraged to develop their skill, knowledge and understanding of a range of different mediums and techniques including drawing, print-making, ceramics, painting and photography. Students will also engage with artists and designers learning how to analyse and evaluate their work and use their ideas to develop their own work.

Course Details

Exam Board: AQA

Assessment: Component 1: Portfolio 60%. Component 2: Externally Set Assignment 40%

Pupils develop work on a number of different themed projects for their portfolio, which accounts for 60% of their grade.

Art & Design develops a vital set of transferable skills that benefit students in a broad and balanced curriculum including:

- Imagination, creativity and resourcefulness;
- Creative problem-solving and decision-making;
- The ability to work independently;
- Oral and written communication

Art & Design embodies the highest forms of human creativity.

The subject truly gives you the opportunity to meaningfully explore and express yourself in personal, skilled and creative ways. Choose Art & Design if...

- You enjoy it
- Your teacher has said you are able
- You want to develop your creative skill set
- You want a balanced curriculum
- You want to produce exciting, personal work and achieve.
Making the right choice—Key Stage 4 Options

GCSE Business Studies

Subject Leader—Mr Norris

Why study Business Studies?
Business Studies students have the opportunity to embark on a course which focuses on business activity and the way in which businesses interact with their external environment. Through the course students will learn how to identify and analyse business problems in a number of contexts. Students are encouraged to apply their knowledge to real-world business situations whenever possible. The course also gives students real world skills, such as knowledge of recruitment and selection process. Strong Maths and English literature skills are recommended to do well.

Exam Board
AQA

Course Details
The areas explored are split into 6 topic areas.
Section 1 – Business in the Real World
Section 2 – Influences on Business
Section 3 – Business Operations
Section 4 – Human Resources
Section 5 – Marketing
Section 6 – Finance

Assessment
Two terminal 1 hour 45 minute exams worth 50% each.

Paper 1:
Influences of operations and HRM on business activity.

Paper 2:
Influences of marketing and finance on business activity.

Both examination papers have three sections:
Section A: Multiple Choice.
Section B: A short case study with questions worth approximately 40 marks.
Section C: A short case study with questions worth approximately 40 marks.
Making the right choice—Key Stage 4 Options

GCSE Design and Technology

Subject Leader—Mrs C Owen

- Ever considered a job where you can be creative in a practical/useful way?
- Want to start a career within an industry that needs graduates to fill positions?
- Would you like to be the next James Dyson and change the world with an idea? (and make a lot of money in the process!)
- Have you enjoyed any of the projects in KS3 Design Technology?
- Previously attended and enjoyed STEM club?

Answered YES to any of the above? If so, we may have the perfect GCSE option for you!

Why study Design?
The UK is internationally renowned as an incredibly creative nation, in the last 15 years we have become number 1 in the world. With massive shortfalls in the number of recruits in Engineering and UK’s recent emphasis embracing creativity as an important component of innovative engineering, there really is no better time to begin your career within design.

Exam Board AQA

Assessment 60% Controlled Assessment. 40% Examination.

Pupils sit one examination paper at the end of year 11 which carries 40% of the total marks. There is a single tier of entry for the final summer examination. The remaining 60% is derived from a controlled assessment task (CAT) started at the end of year 10 and continuing throughout year 11—this includes a design portfolio and practical piece.

A few common myths...

"I can’t draw so I won’t be good at Product Design"—it’s more important that you can generate creative ideas and have a positive attitude. We will help you develop drawing techniques; however, you can also show your ideas in many different mediums including physical models and using CAD/google sketch up.

"You just make things" - Yes, we use a variety of machines including CAM to produce prototypes and this is key to any idea development; however, the course involves so much more. You will also learn about the world/products around us, how to think creatively, learn how to effectively problem solve and we hope to nurture employable skills. Whilst also we will concentrate on developing your theoretical learning including industrial materials and processes.

What careers will GCSE Product Design help prepare you for?
The simple answer is any career or job that any that requires you to look at things with an analytical approach and require problem solving skills. We are a perfect subject to link Sciences and Art together, also with strong links to Physics, Maths, Photography, Geography and Art.

Examples of courses/jobs our previous students have moved onto in the past include:

- Engineering—various areas.
- Marketing and Advertising.
- Product / Industrial Design.
- Automotive Design.
- Graphic Design.
- Architecture.
- Animation.
- Packaging Design.
- Sustainability development.
Making the right choice—Key Stage 4 Options

GCSE Drama

Subject Leader—Mr L Norton

Why study Drama?
The GCSE Drama course has now moved over to the new specification and although the course remains very similar, there are some changes. GCSE Drama not only provides you with the opportunities to study acting and performing, but it also focuses on other areas of theatre and production such as: the history of theatre, set design, lighting, sound and performance evaluation. Pupils will have the opportunity to visit theatres and see professional companies at work, performing in plays of all varieties and genres.

On the course, you will have the opportunity to present two short productions as part of your final examination, including a scene from a published play and one which you will devise and write yourselves. Written work is an integral part of the course. You will study one set play and answer a series of questions on this in a final written examination. You will also be required to evaluate your work and the work of others both in class and through written homework and coursework. The evaluation of live performance has been added to the specification and you will have ample opportunity to watch plays and respond to what you have seen both verbally and through written evaluation.

The course is an enjoyable and informative study of theatre and performance, and an excellent foundation for studies in A Level Drama or Performing Arts. It will provide you with the opportunity to demonstrate a wide range of skills, while developing the valuable qualities of self-discipline, personal confidence and teamwork, which are useful in all kinds of employment. Students with an interest in performance and those who have enjoyed their studies during KS3 Drama, will be best suited to this course.

Exam Board
WJEC

Component 1: Devising Theatre
40% of qualification
Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre.

Component 2: Performing from a Text
Non-exam assessment: externally assessed by a visiting examiner
20% of qualification
Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre
Written examination: 1 hour 30 minutes
40% of qualification

Section A: Learners will answer a series of questions on a set text, that they will have studied throughout the course

Section B: Learners will write an evaluation of a live theatre production that they have seen.
Making the right choice—Key Stage 4 Options

GCSE Geography

Subject Leader—Mr Bromley

What is a super volcano? What would be the global effect if one occurred?
Can the world cope with a population of 7.5 billion?
Why is fracking such a controversial source of energy supply?
Will the world’s poorest countries develop like China and India have?
Is your house at risk from river flooding – what can be done to reduce the risk?
Why do over 1 billion people live in squatter settlements? What are they like to live in?

If you would like to explore these questions then Geography is the course for you.

Course details:

At GCSE level we will study the EDEXCEL (B) specification which provides a contemporary issues based study of the world around us. Across the 3 exams you will study:

Paper 1: Global (37.5%)

- Hazards (earthquakes, volcanos, tsunamis, tropical cyclones)
- Development dynamics (inequalities around the world)
- Challenges of an urbanising world (global cities, growth and squatter settlements)

Paper 2: UK (37.5%)

- Physical geography (glaciation, tectonics, coasts & rivers)
- Human geography (population, migration, employment, settlements)
- Fieldwork skills (human and physical fieldwork)

Paper 3: People and the Environment – Decision making (25%)

- Global biosphere (how our food, water, and energy demand have an impact on our planet)
- Forests as resources (tropical rainforests and taiga)
- Energy resources (energy supply and demand, impact of oil, climate change)

Fieldwork: In the summer term of year 10 all pupils travel to Swanage, Dorset for a residential (2 day) field trip. We study a physical environment (examining coastal processes and erosion at Swanage) and a human environment (comparing quality of life in 2 areas of Bournemouth). This makes up 15% of their GCSE.

Geographers have the second lowest unemployment level when they qualify: Employers value geography qualifications at all levels because they develop a wide range of skills include; investigative procedures, data collection, analysis and evaluation skills, confidence in quantitative and qualitative data, decision making and teamwork skills as well as an appreciation of difference cultures.

Why study Geography?

- Geographer’s are sought after by many different types of employers due to a broad range of study skills, and provides a great link between Science and the Arts.
- GCSE Geography builds on the subjects and skills you have learned in year 7-9. If you have enjoyed Geography in the lower school you will enjoy the GCSE course.
Making the right choice—Key Stage 4 Options

GCSE History

Subject Leader—Mr Coll

- How close has the world come to a nuclear war?
- How did the people of London cope during the Blitz?
- Why did the Civil Rights Movement develop in the USA?
- What was life like in Elizabethan England?
- Why did the USA become involved in conflict in Vietnam?

GCSE History gives you the chance to study, discuss and argue about these and many other questions, using a wide variety of media and sources.

The main aim of the course is an ambitious one: to engage students with a broad and diverse study of the history of Britain and the wider world and give them skills that will support progression to further study of history and a wide range of other subjects. The examining board (Edexcel) has made a particular effort to design a course that pupils of all abilities can follow and enjoy.

Course Content

- Warfare and British society, c1250–present
- Superpower relations and the Cold War, 1941–91
- The USA, 1954–75: conflict at home and abroad.

Assessment

Three examination papers – Paper 1 30%, Paper 2 40%, Paper 3 30%
Making the right choice—Key Stage 4 Options

EDUQAS - HOSPITALITY and CATERING

Teaching Staff: Mrs N McDonald – Subject Leader
Mrs. G Lepore

Level: WJEC Level 1 and 2 Hospitality and Catering
This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will learn about nutrition, food commodities and food safety. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills such as problem solving, organisation and time management.

You will learn about the hospitality and catering industry by:
• Completing a lot of practical work to learn new skills with weekly practical lessons
• ASSESSMENT

Unit 1 (40%): The Hospitality and Catering Industry will be externally assessed with an online examination that lasts 90 minutes. You will be graded as follows:
Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction
Unit 2 (60%): Hospitality and Catering in Action is internally assessed:
This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by Eduqas and will have to safely plan, prepare, cook and present dishes to satisfy the task.

MATERIALS NEEDED
As this is a practical course the majority of ingredients for the weekly practical sessions will be costed and provided by school, a charge per term will be made, payable via ParentPay. However, there will be a few occasions where you will need to source your own ingredients – mainly for termly assessment recipes. Students in receipt of pupil premium will be supported with purchase of ingredients.

EXTENDED LEARNING
Extended learning is set on a regular basis. It will test and extend class work activities. This qualification develops student’s skills in communication, creativity, independence, team building and evaluation. Food is one of the fastest growing industries with many varied jobs on offer.

CAREER OPPORTUNITIES
Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation and retail.

For more information, please speak to your Food and Nutrition teacher.
Making the right choice—Key Stage 4 Options

GCSE Computer Science

Subject Leader—Mr Zapata

Examination Board: EDUQAS (WJEC) GCSE Computer Science

Why study Computer Science?

It is an exciting time to be a Computer Scientist. It opens doors to future careers that do not yet exist. Skills gained explain why employers hold a positive view of Computer Scientists with an understanding of principles that can be applied to changing technologies.

Course Details

The GCSE specification encourages candidates to explore and understand how computers work and communicate in a variety of contexts. There is ample opportunity for them to apply and consolidate their knowledge of computer programming by carrying out practical tasks that will develop their capacity for imaginative, innovative thinking, creativity and independence. They will develop the skills of design and evaluation, and they will test and problem-solve when errors occur in both their own systems and those of others.

This GCSE course consists of three units giving the opportunity to students to show understanding and apply their knowledge through the three different assessments shown below.

Skills

- Numeracy – to manipulate mathematical models
- Literacy – to communicate ideas and results clearly and concisely
- ICT – to conceive, design and write working computer programs
- Problem solving – to use programming and computational thinking
- Decision making – to evaluate and act upon complex data
- Teamwork – to combine with others to achieve goals
- Time management – to be self-motivated in order to meet deadlines under pressure
- Design – to apply software engineering processes selectively

Assessment

- Component 1: Understanding Computer Science Written examination: 1 hour 45 minutes 50% of the qualification
- Component 2: Computational Thinking and Programming On-screen examination: 2 hours 30% of the qualification
- Component 3: Software Development Non-exam assessment: 20 hours 20% of qualification.

Progression: A-Level Computer Science
Making the right choice—Key Stage 4 Options

GCSE Music

Subject Leader—Mr Bridges

Specification:


Students follow a course that aims to stimulate and develop an enjoyment and appreciation of Music through active involvement in Composing, Performing and Listening. It provides the knowledge, understanding and skills for further study and leisure. The ability to sing or play a musical instrument is vital; pupils will be required to have individual lessons on their chosen first study and practice on a regular basis in order to improve. The course would be an enormous challenge for those without prior instrumental expertise.

You will study:

- Area of Study 1: My Music (Spotlight on my instrument)
- Area of Study 2: The Concerto Thought Time
- Area of Study 3: Rhythms of the World
- Area of Study 4: Film Music
- Area of Study 5: Conventions of Pop

Coursework

You will give a total of two performances (solo and ensemble) and produce two compositions. This will be worth 60% of your total marks. The coursework requirement is a very large part of the course, and candidates will mostly need to work on this alone. An ability to stay focused and get things done is therefore an important asset.

Listening Paper

This paper is based on music that you have studied in the Areas of Study. You will answer questions on five or six extracts of music from a variety of areas. There will be a mixture of multiple choice, structured and unstructured questions.

Creative Task

You will develop a melody from a given idea and then communicate your composition by performing it either on your instrument, through ICT or by notating it.

Requirements

- All pupils will be required to participate in a school based ensemble, and therefore concerts.
- All pupils will be required to attend rehearsals and practice their Instrument/voice regularly.
Making the right choice—Key Stage 4 Options

GCSE Physical Education

Subject Leader—Mr Manley

Why study Physical Education?

The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give you exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle.

You should have a very keen interest in the theory of physical education and a wide range of sports.

Enjoy being active and appreciate the benefits of keeping fit and healthy.

What will you learn

- Develop your knowledge and practical skills in a range of physical activities.
- Examine the effects of exercise and how training can improve performance.
- Delve into the links between health, fitness, well being and performance.
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.
- You will complete a Personal Exercise Plan based on your own sporting ability

How will I be assessed?

The new GCSE course is assessed over 4 components. The first 2 theoretical components generate 60% of the grade with 30% coming from practical performances and 10% from coursework called your Personal Exercise Plan. The theory is assessed in 2 exams at the end of year 11.

Component 1 - Topics assessed: Applied Anatomy and Physiology, Movement Analysis, Physical Training, Use of Data-Theory Exam- 36%

Component 2 - Topics assessed: Health, Fitness and Well Being, Sport Psychology, Socio Cultural Influences, Use of Data- Theory Exam- 24%

Component 3 - Practical Performance (3 Sports) - 30%

Component 4 – Personal Exercise Plan (PEP) - 10%

What can I do after I’ve completed the course?

As well as being the ideal preparation for the A Level Physical Education course, GCSE Physical Education allows for progression to related vocational qualifications in the sports industry like Fitness Instructor and Personal Trainer courses. The GCSE Physical Education course is also excellent preparation for the Sports Leaders courses that are run within the PE department.
At Key Stage 4 all pupils follow a varied curriculum of individual and team sports / activities, this includes traditional team games covered during Key Stage 3 as well as individual recreational activities.

Included in the course are Squash, Ten-Pin Bowling, Softball, Athletics as well as Football and Rugby. A series of lessons will be held in the school gym and focus on pupils creating and implementing an individual training programme, which they can then utilise as part of the extra-curricular programme.

Use is made of New Malden Squash & Tennis Club and Hollywood Bowl in Tolworth. For these activities, pupils are expected to make their way independently to and from the venue following afternoon registration.

The school will continue to run Saturday morning fixtures throughout the Autumn (Rugby) and Spring (Football) term as well as competing in National, County and District Competitions.

Basketball, Cricket and Athletic fixtures are usually held during the week. Collection, analysis and evaluation skills, confidence in qualitative and quantitative data, decision making, and an appreciation of different cultures.
The law requires all young people in England and Wales to stay in learning, training, or employment with training, until they’re 18. This table shows the three education and training pathways open to students after GCSEs.

<table>
<thead>
<tr>
<th>Full-time Education</th>
<th>Apprenticeships On the job training</th>
<th>Employment &amp; Training Temp training &amp; work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In schools or colleges</strong></td>
<td><strong>On the job training</strong></td>
<td><strong>Temp training &amp; work</strong></td>
</tr>
<tr>
<td><strong>Academic Courses</strong></td>
<td>• Paid employment +1 day a week at college</td>
<td>• 6 month programmes work experience</td>
</tr>
<tr>
<td>- AS (1 year)</td>
<td>• Intermediate L2 training, equivalent to 5 4-9 GCSEs</td>
<td>placement work preparation training</td>
</tr>
<tr>
<td>Advanced Subsidiary</td>
<td>• Advanced L3 training in a vocational qualification. Equivalent to 2 A Levels</td>
<td>• English and maths support if required</td>
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<tr>
<td>- A2 (2 years)</td>
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<tr>
<td>Advanced Level</td>
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<tr>
<td>- IB (2 years)</td>
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<tr>
<td>International Baccalaureate (offered in some schools / colleges)</td>
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<tr>
<td><strong>Vocational Courses</strong></td>
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<tr>
<td>- BTEC, NVQ, OCR etc. e.g. Animal Care, Catering, Plumbing.</td>
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<tr>
<td>- Technical Level Qualifications Available in 10 fields e.g. Business, Construction, Engineering, ICT.</td>
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<td></td>
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<tr>
<td><strong>Available in 10 fields e.g.</strong></td>
<td></td>
<td></td>
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<tr>
<td>- Business, Construction, Engineering, ICT.</td>
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<tr>
<td><strong>Academic and vocational courses can be combined. Both offer pathways to university (Higher Education).</strong></td>
<td>For more info: <a href="http://www.gov.uk/apply-apprenticeship">www.gov.uk/apply-apprenticeship</a>  <a href="http://www.afc-futurehub.org.uk">www.afc-futurehub.org.uk</a></td>
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</tr>
</tbody>
</table>
### Holy Cross/Richard Challoner Sixth Form Partnership

**Minimum Entry Requirements:** 5 GCSE’s grades 4-9, including English and Maths, and Grade 6 for subjects you wish to take.

<table>
<thead>
<tr>
<th>Courses for which Grade 6 at GCSE in that subject is a requirement:</th>
<th>Grade 6 (or above) in the subject is highly desirable:</th>
<th>Not essential (e.g. the subject is not taught at GCSE):</th>
<th>Not taught – so a Grade 4 in English, and/or a Level 2 Merit is required or preferred:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who want to study a science subject – Biology*, Chemistry*, or Physics* - should have Grade 6 or above in that science AND another, or grade 6:6: in BOTH Core and Additional Science. Additionally they must also have a grade 5 in Mathematics</td>
<td>Students who want to study PE should have a grade 5 in Biology or 5s in Core &amp; Additional Science</td>
<td>Business Studies Economics**</td>
<td>BTEC Health &amp; Social Care - both</td>
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<tr>
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<td>Psychology*</td>
<td>BTEC Media – English</td>
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<td>Subjects requiring English Li t &amp; Lang grade 5:</td>
<td>BTEC Performing Arts – English, Drama and/or Music.</td>
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<td>Government &amp; Politics</td>
<td>BTEC Science – Maths and BOTH Sciences</td>
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<td>Law</td>
<td>Sports Award – both</td>
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<td>Media Studies</td>
<td>preferred.</td>
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<td></td>
<td>Sociology</td>
<td>**Grade 5 in English Language also required</td>
</tr>
</tbody>
</table>
NOTES

Room to make any important notes about your potential options choices.