

# All Hallows Catholic College

*A Voluntary Academy | National Teaching School*

*"Aspire not to have more, but to be more"*

*(Archbishop Oscar Romero)*



## Pathways 2023 – 2025 Information Booklet

## KEY STAGE 4 CURRICULUM 2022 – 2024

Dear Parent(s)/Carer(s) and students of Year 9,

This booklet provides information about the courses on offer from September 2023 – compulsory and option courses.

Choices are made at this time in your school journey as you cannot study all of your subjects through to GCSE level. As a College, we aim to provide you with an ambitious, broad and balanced curriculum.

The Government's current method for measuring student progress is a measure called Progress 8, which measures the progress made (against Key Stage 2 data) across a student's 'best 8' GCSE subjects, with English and Mathematics counting as double.

In addition to Progress 8, the EBacc (English Baccalaureate) qualification is a further measure of school performance. To qualify for EBacc, a student needs to study a core of 5 academic subjects, English, mathematics, science, and a humanity (history or geography) and a language (Spanish, French, Mandarin, German).

Our College curriculum, and therefore the subject offer at Key Stage 4, is constantly being revisited in order to secure the best outcomes and experiences for our students and it also must comply with the national measures and expectations (as detailed above).

All students will study the following compulsory subjects:

English language and literature

Mathematics

Science (either double award (trilogy) or separate science (triple))

Religious studies

Core PE (which is not examined)

Alongside these core, compulsory subjects, there will be an element of choice from the subjects detailed in this booklet.

Information concerning the Option Form will be presented on Pathways Evening (**7-9pm Thursday 30<sup>th</sup> March**). A copy of the presentation from Pathways Evening and an electronic copy of this booklet will be made available on the College website.

A reminder please:

- Bring this booklet with you to Pathways Evening
- Once you receive the Options Form, the deadline for its submission is **Friday 21<sup>st</sup> April**. The form should be handed to your form tutor

Yours sincerely,



Assistant Principal - Curriculum  
g.roberts@allhallows.org.uk

## Index

<b><u>Core Subjects</u></b>	<b>Page Number</b>
English Language	4
English Literature	5
Mathematics	6
Religious Education	7
Science (Trilogy)	8
Science (Triple)	9
 <b><u>Modern Foreign Language</u></b>	
French, German, Mandarin, Spanish	10
 <b><u>Humanities</u></b>	
Geography	11
History	12
 <b><u>Other Subjects</u></b>	
Art and Design (3D Design)	13
Art and Design (Fine Art)	14
Art and Design (Textiles)	15
Animal Care	16
Business	17
Child Development	18
Computer Science	19
Digital IT	20
Drama	21
Enterprise	22
Hospitality and Catering	23
Music	24
Physical Education	25
Sports Studies	26



# SUBJECT: English Language

**Subject Leader:** Mr T Hart / Ms E Stebbings

**Course:** AQA GCSE English Language

[AQA | GCSE | English Language | Specification at a glance](#)

## **What will I study and what form does the assessment take?**

In English language lessons students develop their reading skills through studying a wide range of fiction and non-fiction texts. This includes a broad range of modern contemporary writing and pre-20<sup>th</sup> century material. All texts are carefully chosen to match the style and content of the texts used by the exam board. We also aim to introduce them to diverse texts that celebrate our literary heritage. Students will work on basic comprehension, understanding explicit and implicit information, language analysis skills and associated terminology, structure and its effects, comparison of texts, and evaluation of writers' ideas and methods. They also learn how to apply these skills in an exam style answer.

Writing skills are also developed; we study the structure of narrative, descriptive and opinion writing, methods to engage readers, how to generate original and appropriate ideas and how to write accurately, considering spelling, punctuation and grammar. We also teach how to adapt writing to suit a specific genre, audience and purpose.

In preparation for their presentation, students are taught oracy skills – in particular how to plan, write and deliver an effective speech. We consider the importance of standard English and non-verbal features to enhance communication.

In year 11 the English department run a weekly after school voluntary revision session. These are usually in preparation for a weekly practice exam question which aids students' revision and also helps them prepare for the challenge of the final exams.

### **Final examination:**

Students complete two exam papers at the end of year 11.

Paper 1 'Explorations in Creative Reading and Writing' has a fiction and creative writing focus. (1h 45m; 50%).

Paper 2 'Writers' Viewpoints and Perspectives' has a non-fiction and opinion writing perspective. (1h 45m; 50%).

In year 10 students will also have to complete a Spoken Language presentation. This is an individual piece on a topic of their choice. Presentations must be delivered to an audience and are often recorded for exam board moderation. This is awarded separately to the GCSE; they get a pass / merit / distinction.

## **Are there any special requirements that I need to study the course?**

This is a core subject; it is compulsory for all students to study it. If we feel that students are not able to access this course (in very rare circumstances), there are alternative pathways available.

## **What sort of career paths are available to me if I study this course?**

Recognised in its position as a core subject, English is essential for all to study. A minimum of a standard pass (grade 4) is a requirement for most post-16 courses; in many cases colleges will require higher pass grades. The skills taught in English are transferrable to any future career.



# SUBJECT: English Literature

**Subject Leader:** Mr T Hart / Ms E Stebbings

**Course:** AQA GCSE English Literature

[AQA | GCSE | English Literature | Specification at a glance](#)

## **What will I study and what form does the assessment take?**

In English literature lessons students study a range of prose, plays and poetry, both pre-20<sup>th</sup> century and modern.

These will be:

'Macbeth' by William Shakespeare\*

'The Strange Case of Doctor Jekyll and Mr Hyde' by Robert Louis Stevenson\*

'An Inspector Calls' by JB Priestley\*

The 'power and conflict' poetry anthology

A selection of 'unseen' poetry.

\*We expect students to purchase their own copies of these texts to make notes. Students will be informed at the time which editions are the most appropriate. Students who receive additional funding will have texts purchased for them. We also recommend that students buy revision guides to supplement their learning, but this is not compulsory.

In year 11 the English department run a weekly after school voluntary revision session. These are usually in preparation for a weekly practice exam question which aids students' revision and also helps them prepare for the challenge of the final exams.

## **Final examination:**

Students complete two exam papers at the end of year 11.

Paper 1 'Shakespeare and the 19<sup>th</sup> Century Novel' (1h 45m; 40%).

Paper 2 'Modern Texts and Poetry' (2h 15m; 60%).

## **Are there any special requirements that I need to study the course?**

This is a core subject; it is compulsory for all students to study it. If we feel that students are not able to access this course (in very rare circumstances), there are alternative pathways available.

## **What sort of career paths are available to me if I study this course?**

Recognised in its position as a core subject, English is essential for all to study. A minimum of a standard pass (grade 4) is a requirement for most post-16 courses; in many cases colleges will require higher pass grades.

The skills taught in English are transferrable to any future career.

**SUBJECT: Mathematics**

**Subject Leader:** Mr C Hill

**Course:** Edexcel Maths

Maths GCSE | Edexcel GCSE Mathematics (2015) | Pearson qualifications

### What will I study and what form does the assessment take?

**By studying GCSE Mathematics students will learn to:**

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The course will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Two tiers are available: Foundation and Higher.

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long and has 80 marks.

Are there any special requirements that I need to study the course?

All students will study GCSE Mathematics

**What sort of career paths are available to me if I study this course?**





# SUBJECT: Religious Education

**Subject Leader:** Dr Gary Keogh

**Course:** Eduqas Religious Studies, Route B

<https://www.eduqas.co.uk/media/wpojvym0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf>

What will I study and what form does the assessment take?



## GCSE Religious Studies

You are studying Eduqas GCSE Religious Studies.

Unit title	<b>Foundational Catholic Theology</b> 1. Origins and Meaning 2. Good and Evil	<b>Applied Catholic Theology</b> 3. Life and Death 4. Sin and Forgiveness	<b>Study of Judaism</b> 1. Beliefs and Teachings 2. Practices
Assessment	<b>37.5% of final grade</b> 1 x 90 minute paper	<b>37.5% of final grade</b> 1 x 90 minute paper	<b>25% of final grade</b> 1 x 60 minute paper

**\*Trips** – Jewish Synagogue (Year 9), Rome & tours of the Vatican plus some interesting guest speakers such as CAFOD

**Are there any special requirements that I need to study the course?**

This is a core subject; it is compulsory for all students to study it. If we feel that students are not able to access this course (in very rare circumstances), there are alternative pathways available.

**What sort of career paths are available to me if I study this course?**

Religious education is a hugely beneficial subject for many careers where it is necessary to appreciate different cultures such as Judaism, as well as engage with social issues such as abortion, the death penalty and euthanasia. Careers include those in law, police, armed forces, third-sector work, primary and secondary education, and public service/politics.



# SUBJECT: Science (Trilogy)

**Subject Leader:** Mr J Faulkner

**Course:** AQA Combined Science Trilogy

[AQA](#) | [Science](#) | [GCSE](#) | [Combined Science: Trilogy](#)

## What will I study and what form does the assessment take?

Combined Science covers all 3 sciences and gives the students a secure understanding of science which enables students to progress to all the sciences at A-level. Combined Science is the most common GCSE taken across the UK.

The Combined Science course is taught as Biology, Chemistry and Physics in College with lessons involving theory and practicals.

There are 20 required practicals which are covered across the 3 sciences and these practicals will be assessed in the exams as well as the theory.

The course will require the students to work consistently hard revising key knowledge and learning the key vocabulary to maximise their grades. The students will achieve 2 grades which will be the same grade or consecutive grades e.g. 4 4 or 5 4, 6 6 or 7 6 etc.

**Final examination:** There are 6 exams for the Combined Science Trilogy GCSE

Biology Paper 1 (16.7% of GCSE) Biology topics: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Chemistry Paper 1 (16.7% of GCSE) Chemistry topics: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Physics topics Paper 1 (16.7% of GCSE) Physics topics: Energy; Electricity; Particle model of matter; and Atomic structure

Biology Paper 2 (16.7% of GCSE) Biology: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 2 (16.7% of GCSE) Chemistry topics: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 2 (16.7% of GCSE) Physics topics: Forces; Waves; and Magnetism and electromagnetism

## Are there any special requirements that I need to study the course?

There are no special requirements to take Combined Science but to be successful you need to work hard consistently over the 2 years. Take part fully in all the lessons and complete all assignments set by your teachers to the best of your ability.

## What sort of career paths are available to me if I study this course?

A good GCSE in Science is valued by many jobs as to be successful in science you need to work hard, have a good understanding of maths and English plus you will have to apply your knowledge to different situations.

Examples of jobs which require science are: medicine, vet, dentist, chemist, biologist, physicist, pharmacist, engineer, conservationist, environmental scientist, forensic scientist, geoscientist, physiotherapist, sports science, psychologist, meteorologist, nuclear scientist and science is valued greatly in finance, building, aesthetics, and business.

# SUBJECT: Science (Triple)

**Subject Leader:** Mr J Faulkner

**Courses:** AQA GCSE Biology, AQA GCSE Chemistry and AQA GCSE Physics.

[AQA GCSE Biology](#) [AQA GCSE Chemistry](#) [AQA GCSE Physics](#)

## What will I study and what form does the assessment take?

Combined Science covers all 3 sciences and gives the students a secure understanding of science which enables students to progress to all the sciences at A-level. Often called separate science, this route science gives the students the opportunity to achieve 3 GCSE in Biology, Chemistry and Physics. Triple science requires students to have a hard working attitude as there is 1/3 more content than Combined Science so students will require to work on some aspects of the courses independently and at a faster pace. The separate science course is taught as Biology, Chemistry and Physics in College with lessons involving theory and practicals.

There are a number of required practicals which are covered across the 3 sciences and these practicals will be assessed in the exams as well as the theory.

The course will require the students to work consistently hard revising key knowledge and learning the key vocabulary to maximise their grades. The students will achieve 1 grade per science GCSE which are independent of each other.

**Final examination:** There are 2 exams per science GCSE, making 6 in total.

Biology Paper 1 (50% of GCSE) Biology topics: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2 (50% of GCSE) Biology: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 2 (50% of GCSE) Chemistry topics: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Chemistry Paper 1 (50% of GCSE) Chemistry topics: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Physics topics Paper 1 (50% of GCSE) Physics topics: Energy; Electricity; Particle model of matter; and Atomic structure

Physics Paper 2 (50% of GCSE) Physics topics: Forces; Waves; and Magnetism and electromagnetism, Space

## Are there any special requirements that I need to study the course?

The science department will make recommendations for students to study the separate sciences after all the options have been allocated which normally happens in July and the students will find out with a letter which they will bring home. If a student has a strong desire to study the separate sciences, then please could they talk to Mr Faulkner as soon as possible

## What sort of career paths are available to me if I study this course?

A good GCSE in Science is valued by many jobs as to be successful in science you need to work hard, have a good understanding of maths and English plus you will have to apply your knowledge to different situations.

Examples of jobs which require science are: medicine, vet, dentist, chemist, biologist, physicist, pharmacist, engineer, conservationist, environmental scientist, forensic scientist, geoscientist, physiotherapist, sports science, psychologist, meteorologist, nuclear scientist and science is valued greatly in finance, building, aesthetics, and business.



# SUBJECT: Languages

**Subject Leader:** Ms R Flatley

**Course:** Edexcel French, German, Spanish and Mandarin

[Edexcel GCSE Modern Languages](#) | [Pearson qualification](#)

## **What will I study and what form does the assessment take?**

In French, Spanish, German and Mandarin listening, reading, writing, and speaking skills are assessed in the following themes:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

Each language will look closely at the culture of the countries where it is spoken and compare it to the UK. The aim of the GCSE is to enable students to access authentic materials from the country where the language is spoken, to enable them to speak confidently to native speakers and to equip them with the skills to become lifelong language learners.

## **Final examination:**

All assessment is at the end of Year 11.

### **Paper 1: Listening and Understanding (25%)**

Written examination

Foundation tier: 35 minutes

Higher tier: 45 minutes

### **Paper 2: Speaking (25%)**

Internally conducted and externally assessed

Foundation tier: 7–9 minutes

Higher tier: 10–12 minutes

### **Paper 3: Reading and Understanding (25%)**

Written examination

Foundation tier: 45 minutes

Higher tier: 1 hour

### **Paper 4: Writing (25%)**

Written examination

Foundation tier: 1 hour 10 minutes

Higher tier: 1 hour 20 minutes

## **Are there any special requirements that I need to study the course?**

If you love communicating in another language and want to find out even more about the countries that the language is spoken in, then a GCSE in language is for you. Students continue with the language they have studied in Year 9.

## **What sort of career paths are available to me if I study this course?**

There are obvious choices like Translation and Interpreting, but also more specialised fields like International Relations and Diplomacy. The beauty of language studies is that you can couple them with **any** other discipline at University or in the work place, allowing for a global career and usually a 33% higher salary than a graduate with no language skills!



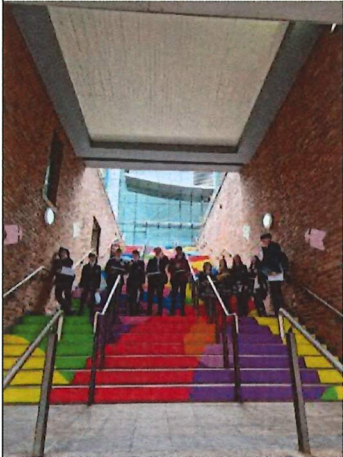
# SUBJECT: Geography

**Subject Leader:** Miss N Sandler

**Course:** Geography Edexcel A

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>

## What will I study and what form does the assessment take?



Geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it.

This GCSE course will deepen understanding of geographical processes, illuminate the impact of change, highlight the dynamic links and interrelationships between places and environments, and develop students' competence in using a wide range of geographical investigative skills, including GIS, maths, and essay writing.



Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

There is a trip to Manchester covering the Changing Cities Unit of fieldwork at the start of Year 11, including a workshop at Urbis. There is a trip to the Goyt Valley covering the Rivers unit of fieldwork at the end of Year 10, including climbing into the river.

Iceland and Italy optional trips are run every other year.

### Final examination:

#### Paper 1: The Physical Environment

Written examination: 1 hour and 30 minutes 37.5% of the qualification, 94 marks

#### Paper 2 The Human Environment

Written examination: 1 hour and 30 minutes 37.5% of the qualification, 94 marks

#### Paper 3 Geographical Investigations: Fieldwork and UK Challenges

Written examination: 1 hour and 30 minutes 25% of the qualification, 64 marks



## Are there any special requirements that I need to study the course?

Three core concepts – globalisation, sustainability and equality – sit at the heart of geography. As a result, it enables geographers to interpret and understand a dynamic and diverse world, and provides an opportunity to identify ways of making improvements.

## What sort of career paths are available to me if I study this course?

Careers include the military, town and country planning, law, conservation, accountancy, scientific research and more.



# SUBJECT: History

**Subject Leader:** Mr J Eardley

**Course:** AQA GCSE History

[AQA | GCSE | History | Specification at a glance](#)

## What will I study and what form does the assessment take?

If you opt for GCSE history you will study four main topics that are broken down into two separate papers sat at the end of year 11. Paper one is aimed to develop your understanding of the development of the modern world. This unit begins with an in-depth study of Germany between 1890 and 1945. This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – beginning with Germany before and during the First World War, the development and collapse of democracy after the War and the golden age of culture, ending with the rise and fall of Nazism, the Holocaust and the Second World War. The second unit of paper two is focussed on conflict and tensions around the World, known as the wider world depth study. You may learn about the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. Key topics in this include new weaponry of World War One, the battles and actions of generals, alongside the reasons why the Allies were victorious by 1918. Another option that may be run for this paper focusses on the Cold War and tensions between East and West Europe between 1945 and 1972. This considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. Key topics include the Iron Curtain, the Cuban Missile Crisis and the Vietnam War.

Paper two is focussed on how Britain was shaped as a nation. The first part of this course is known as the thematic study this will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time, which is often a useful topic for aspiring doctors and scientists. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the development of science and medicine. The final unit of the course is a specified period, the last 35 years of Elizabeth I's reign, and the end of the Tudor dynasty. The study will focus on major events of Elizabeth I's reign such as issues around her marriage, the threats from Spain with the Spanish Armada, plots and rebellions against Elizabeth and exploration around the world.

As a GCSE historian you will have the opportunity to attend to residential trips abroad. The first in year 10 to the battlefields of WW1 in France and Belgium, the second in year 11 to Poland, visiting the cultural city of Krakow, with a focus on the impact of the Holocaust, the main highlight of this trip is a guided visit to the extermination camp at Auschwitz-Birkenau.



**Final examination:** There is no examination in year 10, both papers are sat at the end of year 11 in the summer series of exams, both papers are 2 hours long and are worth 50% each.

## Are there any special requirements that I need to study the course?

A love of stories and enquiring about the past

A passion for human history

Good written ability

Good literacy and reading ability

The ability to overcome challenges - resilience

Dedication to completion of research and homework tasks

## What sort of career paths are available to me if I study this course?

Law

Police and armed forces

Archaeology

Media and journalism

Politics

National and local governments

Architecture

Teaching, universities and research

Museums and galleries

Media and journalism



# SUBJECT: Art and Design (3D Design)

Subject Leader: Mr P McSwity

Course: EDUQAS Art & Design (3D Design)

[https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_keydocuments)

## What will I study and what form does the assessment take?

### 3D Design (Product Design) allows you to develop your ideas with tools, machines and computers

In Year 10 we develop our work learning key skills in making and constructing through the theme of Memphis. In Year 11 students develop their own ideas in a project exploring Architecture and the features of buildings. Independent thinking and thematic development are increasingly encouraged. New skills and techniques are introduced to help you start to select and apply personal intentions to your work.



Our main 3D Design skills are

- **Drawing.** This is a primary skill in 3D Product Design and is strongly recognised in the assessment objectives. Good drawing skills to help you visualise and work out your ideas are important.
- **Making.** Using a range of hand tools and machines. Exploring resistant and non-resistant materials
- **CAD CAM.** Using a computer to design (CAD) and manufacture (CAM) your ideas into products
- **Photography** This is an important skill for recording what you can see and you develop your observations using DSLR cameras
- **Collage.** This is a creative outcome which allows you to make imaginative and instant responses
- **Researching.** Discovering the work of others and presenting ideas in a thematic context is essential in helping you to develop your own work and ideas

**Your work is assessed by your teacher and moderated by the exam board.**

**In Year 11 students visit a major regional Art Gallery and recently we have been visiting the collection at Tate Liverpool**

**Final examination:** This takes the form of an externally set assignment where you select a starting point to develop practical art work over 12 weeks in class. At the end of this period there is a 10-hour controlled assessment over 2 days in College where you make the artwork you have planned and practiced. This assignment takes the same form as the coursework projects so is very familiar.

## Are there any special requirements that I need to study the course?

### You will love to work with materials and use

To be successful in Art & Design you should enjoy being creative, taking a risk and working hard. 3D Design is a very rewarding subject which allows you to develop your own ideas into products. You learn how to problem solve and take an idea from initiation through to a visual outcome. You gain a broader understanding of culture and of the human condition. Practical work can be time consuming so the ability to apply yourself in a sustained way helps you to achieve your strongest outcomes.

## What sort of career paths are available to me if I study this course?

Studying **ANY of our Art & Design** subjects allow you to progress to further education and careers in some of the following pathways. A practicing Artist or freelance designer, Photography, Set and film design, film making, Animation, Printing, Illustration, Product design, Computer game design, Architecture, set design, Prosthetics, Model making, Computer Game design, Advertising, Printmaker, Creative director.



# SUBJECT: Art and Design (Fine Art)

Subject Leader: Mr P McSwity

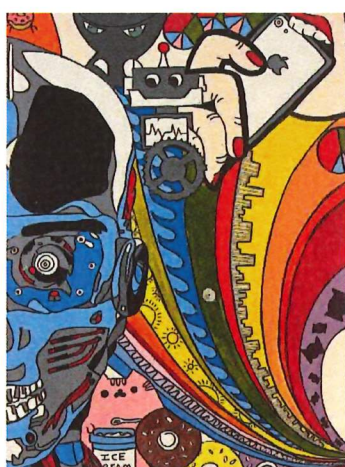
Course: EDUQAS Art & Design (Fine Art)

[https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_keydocuments)

## What will I study and what form does the assessment take?

### Fine Art allows you to develop your ideas in drawing, painting and making

In Year 10 we develop our work in Portraiture and colour expression. Practical skills are initially revisited, revised and developed with greater confidence and purpose. In Year 11 students develop their own ideas in a Pop Art Project, Man VS Machine. Independent thinking and thematic development are increasingly encouraged. New skills and techniques are introduced to help you start to select and apply personal intentions to your work.



Our main **Fine Art** skills are

- **Drawing.** This is a primary skill in Fine Art and is strongly recognised in the assessment objectives. Good observation skills are important in fine art
- **Painting,** Colour mixing and technical application are developed throughout the course
- **Sculpture** Making by using found objects and materials(ready-mades)
- **Photography** This is an important skill for recording what you can see and you develop your observations using DSLR cameras
- **Collage** This is a creative outcome which allows you to make imaginative and instant responses
- **Researching** the work of others and presenting ideas in a thematic context is essential in helping you to develop your own work

**Your work is assessed by your teacher and moderated by the exam board.**

**In Year 11 students visit a major regional Art Gallery and recently we have been visiting Tate Liverpool**

**Final examination:** This takes the form of an externally set assignment where you select a starting point to develop practical art work over 12 weeks in class. At the end of this period there is a 10-hour controlled assessment over 2 days in College where you make the artwork you have planned and practiced. This assignment takes the same form as the coursework projects so is very familiar.

## Are there any special requirements that I need to study the course?

To be successful in Art & Design you should enjoy being creative, taking a risk and working hard. Art is a very rewarding subject which allows you to develop your own ideas in an exciting practical way. You learn how to problem solve and take an idea from initiation through to a visual outcome. You gain a broader understanding of culture and of the human condition. Practical work can be time consuming so the ability to apply yourself in a sustained way helps you to achieve your strongest outcomes.

## What sort of career paths are available to me if I study this course?

Studying **ANY of our Art & Design subjects** allow you to progress to further Art & Design education and careers in some of the following pathways. A practicing Artist or freelance designer, Photographer, Set and film design, film making, Animation, Printing, Illustration, Product design, Computer game design, Architecture, set design, Prosthetics, Model making, Computer Game design, Advertising, Printmaker, Creative director.

# SUBJECT: Art and Design (Textiles)

Subject Leader: Mr P McSwity

Course: EDUQAS Art & Design (Textiles)

[https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_keydocuments)

## What will I study and what form does the assessment take?

**Textiles allows you to develop your ideas and skills in using a range of materials and fabrics.**

In Year 10 we develop our work learning key skills in textiles and constructing through sewing. We explore the theme of identity and image. In Year 11 students develop their own ideas in a project exploring 3D relief. Independent thinking and thematic development are increasingly encouraged. New skills and techniques are introduced to help you start to select and apply personal intentions to your work.



Our main **Textiles** skills are

- **Drawing.** This is a primary skill in Fine Art and is strongly recognised in the assessment objectives. Good observation skills are important in fine art
- **Making.** Using a range of fabrics and materials, exploring surface pattern
- **Sewing.** Constructing using hand stitch, a sewing machine and embellishing
- **Photography** This is an important skill for recording what you can see and you develop your observations using DSLR cameras
- **Collage.** This is a creative outcome which allows you to make imaginative and instant responses
- **Researching.** Discovering the work of others and presenting ideas in a thematic context is essential in helping you to develop your own work and ideas

**Your work is assessed by your teacher and moderated by the exam board.**

**In Year 11 students visit a major regional Art Gallery and recently we have been visiting the collection at Tate Liverpool**

**Final examination:** This takes the form of an externally set assignment where you select a starting point to develop practical art work over 12 weeks in class. At the end of this period there is a 10-hour controlled assessment over 2 days in College where you make the artwork you have planned and practiced. This assignment takes the same form as the coursework projects so is very familiar.

## Are there any special requirements that I need to study the course?

To be successful in Art & Design you should enjoy being creative, taking a risk and working hard. Textiles is a very rewarding subject which allows you to develop your own ideas in an exciting practical way. You learn how to problem solve and take an idea from initiation through to a visual outcome. You gain a broader understanding of culture and of the human condition. Practical work can be time consuming so the ability to apply yourself in a sustained way helps you to achieve your strongest outcomes.

## What sort of career paths are available to me if I study this course?

Studying **ANY of our Art & Design** subjects allow you to progress to further Art & Design education and careers in some of the following pathways. A practicing Artist or freelance designer, Photography, Set and film design, film making, Animation, Printing, Illustration, Product design, Computer game design, Architecture, set design, Prosthetics, Model making, Computer Game design, Advertising, Printmaker, Creative director.



# SUBJECT: Animal Care

**Subject Leader:** Mrs J Needham

**Course:** Pearson BTEC Tech Award Level 1/2 in Animal Care

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/animal-care-2022.html>

**What will I study and what form does the assessment take?**

A Level 2 qualification will give you an introduction to important topics in animal care - feeding, handling and grooming animals, looking after their accommodation and understanding their health and welfare.

You Will:

- Carry out practical handling skills
- Learn how to recognise signs of ill health
- Develop an understanding of animal behaviour
- Plan how to carry out simple husbandry tasks
- Learn how to comply with the Animal Welfare Act

The course is broken down in to 3 components of learning:

**Component 1:** Animal Handling

Internal coursework assignment set by Pearson

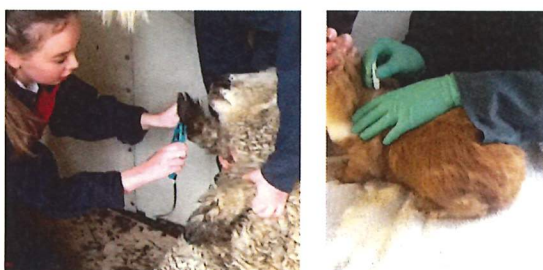
**Component 2:** Animal Housing and Accommodation.

Internal coursework assignment set by Pearson

**Component 3:** Animal Health and Welfare

External synoptic assessment.

**Trips include visits to Cheshire Show and animal shelters.**



**Final examination:**

Will be taken in year 11. The exam will contribute to 40% of the final grade, with the other 60% being awarded through coursework grades. The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction\* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass.

**Are there any special requirements that I need to study the course?**

If you have a love of animals and want to find out how to care for them, this course provides a perfect overview. You will be expected to work with a range of animals and consider the welfare of these animals at all times. Being able to work on your own initiative is essential in animal care to ensure you meet the need of the animal in a timely fashion.

**What sort of career paths are available to me if I study this course?**

The animal care industry has grown considerably in recent years, largely owing to a greater public focus on animal health and welfare issues. As such, it is providing a wide range of challenging but fulfilling and rewarding career opportunities for individuals with the right qualifications. Students who study this course may go on to level 3 qualifications in agriculture or animal management or student may pursue A-levels in biology. Further education may involve degrees in animal sciences, biology, behaviour, genetics and blood stock management.

# SUBJECT: Business

**Subject Leader:** Mr I. Cottrill,

**Course:** OCR GCSE Business Studies

[GCSE - Business \(9-1\) - J204 \(from 2017\) - OCR](#)

## **What will I study and what form does the assessment take?**

There are 7 topics that you will cover in GCSE Business Studies that are all relevant to whether you would prefer to start your own business or work for an organisation. The course is designed to give you a head start into the world of business.

### **Year 10**

In topic one you will learn all about how to set up a business and the legal structures that exist in business from Sole traders to Public limited companies. Students then get the opportunity to create a business plan and pitch their ideas to real business owners in and around Macclesfield. Topic 2 builds on this as we explore the world of Marketing and what makes an effective brand. Here we explore the psychology of marketing and how brands influence our buying habits and how social media is changing the landscape for businesses all around the world. Students have the opportunity to develop a marketing campaign for a business including managing the budget and deciding how and why they are going to target their customers.

As your business grows it is important to understand how to recruit, train and develop staff. This also helps learners to understand the process of applying for jobs and what processes business will follow to make sure that they retain the best workers. Other areas covered in topic 3 include employment law, business culture and along with learning how to evaluate the success of different businesses

### **Year 11**

In year 11 we build on the work from year 10. Topic 4 covers production, logistics and operation management along with how a business manages its quality procedures

Topic 5 is where you will study finance and accounts. This unit looks at statements of comprehensive income and financial position so that learners are able to properly assess the performance using accounting ratios along with using cash flow forecasting, break even analysis.

The final 2 topics are covers current affairs and tackles some of the issues that we all face in today's society.

Firstly, how do businesses respond to the external pressure that they face today? Brexit, globalisation, sustainability and ethics along understanding the economic climate facing us now and in the future.

**Final examination:** The course is examined across 2 papers at the end of year 11

Paper 1 - Business Activity, Marketing and People (1HR.30)

Paper 2 – Operations, Finance and Influences on Business (1hr.30)

## **Are there any special requirements that I need to study the course?**

The course will suit anyone with an interest in setting up a business or wanting to get a head start in to the world of work. An interest in current affairs is desirable

## **What sort of career paths are available to me if I study this course?**

GCSE Business opens the doors to so many career opportunities. This includes setting up your own business to working for a company. Careers can include, but are not limited to Marketing, Production, Finance and Accounts, Economics, Law, Human Resource Management and Sales.



# SUBJECT: Child Development

**Subject Leader:** Mrs Heaton and Ms Remfry

**Course:** OCR Child Development Level 1 and 2 J809

[Cambridge Nationals - Child Development Level 1/Level 2 - J809 - OCR](#)

**What will I study and what form does the assessment take?**

## **Course Description**

Cambridge National in Child Development will inspire and equip students with independence and confidence in using skills that are relevant to the childcare sector and more widely. It covers all aspects of child development, from conception to five years, as well as providing safe and nurturing environments. They are an alternative to GCSE and offer equivalent levels of rigour and challenge. This course has two separate levels, 1 and 2 so therefore you will be registered onto the most appropriate level for your individual needs.

## **Assessment**

You will be assessed by a series of written assignments. These will take the form of internally assessed coursework where you research, plan, write and type up your work and present it for marking in the format required. You must meet the set deadlines given by the teacher and produce work independently to a high standard. Topics include the responsibilities of parenthood, contraception, reproduction, pregnancy, giving birth, postnatal checks, childhood illnesses, child safety, equipment, nutrition and the importance of play. There will be one exam in this course.

## **Course Structure**

### **Health and wellbeing for child development (External Exam)**

#### **Create a safe environment and understand the nutritional needs of children from birth to five years. (coursework)**

This unit will allow learners to investigate the different equipment and nutritional requirements of children from birth to five years. On completion of this unit, learners will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child.

#### **Understand the development of a child from birth to five years (coursework)**

This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the developmental norms. On completion of this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.

**Final examination:** Include information about what this looks like. e.g. Paper 1 (1hr.15) taken at the end of the course and 40% of overall grade

## **Are there any special requirements that I need to study the course?**

### **Skills you will need:**

Good mathematical skills

Good critical thinking skills

Attention to detail

Ability to work independently

## **What sort of career paths are available to me if I study this course?**

Child development equips students with a range of transferable skills which will be useful in a diverse range of careers, including Nursing, Social Work, Nursery Nurse, EYFS and Teaching.

# SUBJECT: Computer Science

**Subject Leader:** Mr S Barron

**Course:** Edexcel Computer Science

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html?locale=en-us>

## What will I study and what form does the assessment take?

You will receive lessons which are a mix of theory and practical programming in Python. There is a strong emphasis on engaging, practical activities though the following topics:

**Topic 1 - Problem Solving**

**Topic 2 – Data**

**Topic 3 – Computers**

**Topic 4 – Networks**

**Topic 5 – Issues and Impact**

**Topic 6 – Programming in Python**

As well as traditional questions, you will be given access to a state- of-the-art revision platform allowing you to work independently on multiple choice, extended questions and definitions.

## Final examination:

The final examination consists of two papers, each worth 50%.

Paper 1 – Principles of Computer Science. 1 hour 30 mins, worth 75 marks.

Paper 2 – Application of Computational Thinking. 2 hours, worth 75 marks.

Paper 2 is an innovative on-screen examination where you write code to answer the questions.

## Are there any special requirements that I need to study the course?

- A love of problem solving and a resilient attitude would be extremely useful for the coding activities.
- There is a requirement to work on programming tasks independently out of school time to maximise success.

## What sort of career paths are available to me if I study this course?

Studying GCSE Computer Science would allow you to successfully take further qualifications at All Hallows such as A-Level Computer Science or BTEC Level 3 in Information Technology.

Additionally, the skills and knowledge acquired could lead to other higher qualifications / apprentices / careers such as:

- Software Engineer
- Cyber Security Specialist / Ethical Hacker
- Computer Networking Expert
- Artificial Intelligence Programmer
- Cryptocurrency / Blockchain Expert



# SUBJECT: Digital IT

**Subject Leader:** Mr Parke

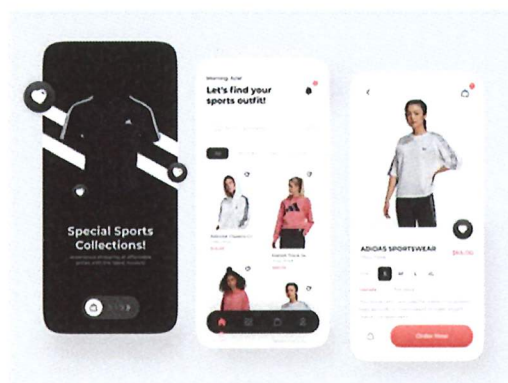
**Course:** BTEC Tech Award Digital Information Technology

Link to course page: [BTEC Tech Award Digital IT](#)

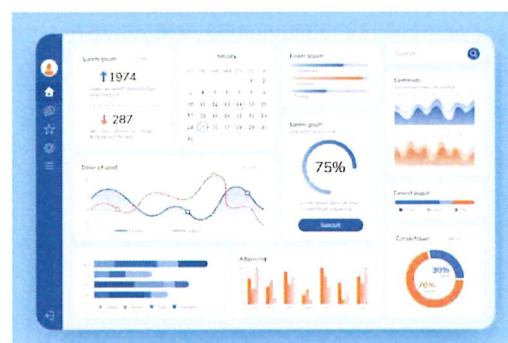
## What will I study and what form does the assessment take?

The course is made up of 3 components which will be assessed over two years.

Component 1 will require students to develop project planning skills for specific audiences when planning, designing and creating a fully functioning mobile phone app. This involves students learning about digital design principles and how they are employed in the digital sector. This work will be assessed through a Non-Exam Internal Assessment and is worth 30% of the overall grade.



Component 2 will require students to develop an understanding of how data becomes information and how this information is used and manipulated by organisations in order to make well informed decisions. It will involve learners creating a dashboard for organisations to use in order base important decisions. Students will also learn about the importance of information to organisations. This work will be assessed through a Non-Exam Internal Assessment and is worth 30% of the overall grade.



Component 3 will give students the chance to learn about how developments in technology have given modern organisations the opportunity to use systems to communicate and collaborate more effectively than ever before. Students will be able to understand how technology creates flexible workplaces and the impact, both positive and negative that technological developments have had on these organisations. This Component will be examined after components 1 and 2 have been completed. Component 1 will be assessed through an external written exam of 1 hour and 30 minutes and will make up 40% of the overall qualification grade.

## Are there any special requirements that I need to study the course?

Students with a wide variety of backgrounds and interests choose to study this course and there are no specific skills other than a willingness to learn and an enthusiastic attitude.

## What sort of career paths are available to me if I study this course?

This subject often leads to students choosing to study IT further at Key Stage 5. The BTEC National in IT is a logical step for students to take. Following a course at Key Stage 5, students often progress to a university degree course or a degree apprenticeship in the wide-ranging digital sector in the UK or further afield. The digital sector is a major source of employment in the UK. Despite a turbulent economy in 2020 the Digital sector in the UK advertised 90,000 jobs per week. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK Tech industry as a whole employ over 2.93 million people and has seen 40% growth between 2017-2019. The UK has positioned itself to be the 'Digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and maths. Having both technical skills and business understanding is the key to success – students can start this exciting pathway by studying Digital Information Technology.

# SUBJECT: Drama

**Subject Leader:** Mr Bailey  
**Course:** EDUCAS GCSE Drama  
[GCSE Drama | Edugas](#)

## What will I study and what form does the assessment take?

- The GCSE Drama specification is designed to give you a broad and balanced experience of Drama.
- What does GCSE Drama involve? You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as: Lighting design Sound design Set design Costume, Hair and Make-Up Design. **You can choose to concentrate on acting or design**
- You will collaborate in devising your own piece of theatre and perform in a performance from a text.
- You will explore a range of texts and view a variety of live theatre productions.

**\*Trips: London overnight theatre trip.**

**2 other live theatre performances in the North West**

Component 1: Devising Theatre 40%	You will participate in the creation, development and performance of a piece of devised theatre. You will produce: A portfolio of supporting evidence based on the rehearsal process A performance lasting between 5-16 minutes (depending on the number of actors in your group) An evaluation of the final performance or design.	Teacher assessed, and externally moderated
Component 2: Performing from a Text 20%	You will study two extracts from the same text chosen by you or your teacher. You can choose to be assessed on acting or design. You will produce: A performance lasting between 5-14 minutes using sections of text from both extracts.	Externally assessed by a visiting examiner
Component 3: Interpreting Theatre 40%	Written examination: 1 hour 30 minutes You will answer: Section A: Set Text - A series of questions based on the set text that you have studied. Section B: Live Theatre Review – One question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course	Externally assessed examination

## Are there any special requirements that I need to study the course?



Love of being creative



Collaborating with others



Practical work



Extra curriculum involvement



Watching Theatre



Designing theatre skills

## What sort of career paths are available to me if I study this course?

Drama is a key determiner in the development of creativity; we are encouraged to view things in new ways and from different perspectives. In an ever-changing world, the ability to think on your feet and generate new ideas is a key skill to acquire and one which business leaders see as the future of the skills necessary to succeed.

Many also choose to study Drama as degree courses in Universities. A number of students forge successful careers as Actors, Directors, Lighting or Sound Designers, Costume, Hair and Make-Up Designers or Stage Designers. There are many other career paths within the industry including Stage Managers, Press and PR Managers and Producers. Others go on to various Universities (including Russell Group) to read a diverse range of subjects and work within an extremely broad range of careers including teaching, law, publishing, politics, translation, science, occupational therapy, journalism



# SUBJECT: Enterprise

**Subject Leader:** Mr I. Cottrill

**Course:** BTEC Tech Award L1/2 in Enterprise

[Pearson BTEC Tech Award Level 1/ Level 2 in Enterprise 2022](#)

## **What will I study and what form does the assessment take?**

Entrepreneurs help to create wealth for the nation and according to 2019 data, there are nearly six million businesses in the UK, employing over 16.6 million people. Enterprise is hugely important in today's society as more and more young people look to starting their own business or seeking an advantage when it comes working for an organisation. This course will help learners to develop transferable skills such as researching, planning and developing communication skills that will help them in the world of work or when starting their own business.

If you choose this course you can expect a varied approach to the course. We aim to bring business to life for you by inviting in guest speakers so you can hear first-hand what it is like to set up and run your own business. The course will help you to explore the world of business through a more vocational and practical context by studying entrepreneurs and what has made their business so successful. You will develop transferable employability skills including communication, research, planning and presentation skills that are seen as so valuable by local employers. The course covers entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance. You will also take on the role of a business adviser looking at how you can provide advice on how a business can improve its performance over time. The first component covers research into different organisations and is completed as a controlled assessment in class. Component 2 asks for you to create your own enterprise and put a plan together to explain how you will aim to make it a success. For component 3 you will learn all about the changing world of Marketing and how businesses can influence their customers along with finding out more about finance and accounts. All elements are crucial to business success and will also help you to find out about different careers in business.

### **Final examination:**

You will be assessed through 3 units:

Unit 1 – Exploring Enterprises. (internally assessed coursework)

Unit 2 – Planning and Presenting a Micro Enterprise idea (internally assessed coursework)

Unit 3 – Marketing and Finance for Enterprises (externally assessed exam)

## **Are there any special requirements that I need to study the course?**

You need to have a real interest in finding out more about the world of work or what it is like to run your own business.

## **What sort of career paths are available to me if I study this course?**

There are so many doors that will open to you from studying Enterprise. These include A levels in Business or Economics or will certainly give you a head start in looking for apprenticeships.

The course may also inspire you to start your own business or look for careers in Management, Marketing, Finance, Sales and Human Resources.

# SUBJECT: Hospitality and Catering

**Subject Leader:** Mrs Heaton

**Course:** WJEC Vocational Award level 1 / 2 in Hospitality & Catering

[WJEC L1/2 VocAward Hospitality and Catering spec-e](#) Click the link to look at the specification.

**What will I study and what form does the assessment take?**

**In unit 1** learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including range of provision, health and safety, and food safety. This is tested by an online **external examination in January 2025**.

- ◆ 1.1 Hospitality and catering provision
- ◆ 1.2 How hospitality and catering providers operate
- ◆ 1.3 Health and safety in hospitality and catering
- ◆ 1.4 Food safety in hospitality and catering

**In unit 2** learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment. This NEA written coursework unit is completed in 10 hours, under examination conditions, without any written resources. The 2-hour practical exam follows shortly afterwards. This coursework will be completed between January 2025 and March 2025. It will then be marked internally and sent off for external moderation. The written aspect of this unit covers: -

- ◆ The operation of the front and back of house
- ◆ Hospitality and catering provision to meet specific requirements
- ◆ Health and safety in hospitality and catering provision
- ◆ Food safety
- ◆ Preventative control measures of food-induced ill health.

<https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=39166> (SAM assessment material)

Summary of Assessment	
<b>Unit 1: The hospitality and catering industry</b> Written examination: 1 hour 20 minutes 40% of qualification 80 marks Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.	<b>Unit 2: Hospitality and catering in action</b> Controlled assessment: approximately 12 hours 60% of qualification 120 marks An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

**The qualification is graded Pass Merit Distinction (at level 1 or level 2)**

**Are there any special requirements that I need to study the course?**

To be successful on this course you will need to have a good understanding of the importance of nutrition. You must also be able to demonstrate a good working knowledge of how to implement food hygiene systems. Basic computer skills are needed for theory lessons, coursework completion and for the online written exam. Students must be able to cook independently without assistance. In order to experience a range of H&C outlets, some of the trips will need to take place at the end of the day for example TGI Friday's.

**What sort of career paths are available to me if I study this course?**

The greatest challenge facing the hospitality and catering industry today, is the shortage of skilled staff at all levels; the industry offers fantastic careers to all. The skills which you will develop on this course, will equip you to move onto a wide range of career paths EG. sports and exercise science, Dietician, Nurse, Nursery nurse, health visitor, family support worker, hospitality and catering industry, food manufacturing, new product development, ADT teacher.



# SUBJECT: Music

**Subject Leader:** Miss V Elliott

**Course:** Eduqas GCSE Music

[GCSE Music | Eduqas](#)

## **What will I study and what form does the assessment take?**

Throughout the course the emphasis is always on practical music making and engaging actively in the process of musical study. Students will be introduced to a wide range of new and enjoyable musical experiences, as well as being given the chance to progress in your instrument.

Candidates are required to perform throughout the course and will be assessed on their ensemble and solo performance skills. These performances can be in any style and on any instrument, from Voice or Violin to Electric Guitar or even DJ Decks!

The composing section requires candidates to prepare a portfolio of two compositions. One composition will be to a set brief, the other will be a 'free' composition, in a style of the students' choosing. Candidates can use music technology to produce their compositions if they wish or record themselves on their own instrument.

The listening exam is a written paper with accompanying audio excerpts. All questions are based on the 4 areas of study set by the exam board including two set pieces and some unheard excerpts related to the genres. Questions are designed to test a candidate's aural abilities, understanding of musical style, technical language and general knowledge.

## **Trips**

**GCSE Set Works concert – The Bridgewater Hall**

**European Music ensemble tour. Destinations vary. In recent years we have been to Malta, Lake Garda and Barcelona!**

## **Final examination:**

### **Unit 1 - Performance**

Internally assessed and externally moderated

Total performance portfolio of **4-6 Minutes** of which **1 must be ensemble**, lasting at least 1 minute. The other(s) can be **solo or ensemble**. At least 1 piece must link to an area of study of the learners choosing. The standard of pieces should be broadly in line with at least grade 3 standard. **30% of final mark**

### **Unit 2 - Composition**

Internally assessed and externally moderated. Total composition portfolio of **3-6 minutes** of which 1 is a 'free' composition where learners will set their own brief, and 1 to a set brief **set by Eduqas** in September of the **examining year**. **30% of final mark**

### **Unit 3 - Listening paper**

100% Examination. **8 questions** in total, **two** on each of the four 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 **40% of final mark**

## **Are there any special requirements that I need to study the course?**

Potential GCSE Music students should actively play a musical instrument or be willing to start learning a new instrument for the duration of the course. They should enjoy listening to all genres and styles of music both in and outside of college. They will also be expected to participate fully in the musical life of the department and wider college.

## **What sort of career paths are available to me if I study this course?**

If you think the music industry is confined to singers and performing musicians, you'd be wrong. As part of this diverse, fast-moving sector you could carve out a career in performing, song writing, composing, live music entertainment, music education, music production, artist management, marketing and PR or music journalism, to name just a few options.

# SUBJECT: Sports Studies

**Subject Leader:** Miss S. Thomason & Mr B. Mercer

**Course:** Cambridge National Sports Studies

Copy in the link to the course from the exam board website

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

## **What will I study and what form does the assessment take?**

The course is made up of three units; Contemporary Issues in Sport (40%), Performance & Leadership in sports activities (40%) and Sport and the Media (20%).

In Year 10 you will complete the two coursework units which are; Performance & Leadership in sports activities and Sport and the media.

### Performance & Leadership in sports activities

You will learn how to develop your skills as a performer in two different sporting activities and as a leader in one activity. As a leader, you will have the opportunity to plan, deliver and review a safe, effective sporting activity sessions yourself.

### Sport and the media

You will learn about the different sources of media and how they differ in their sports coverage. You will then explore the positive and negative aspects of media coverage,

In Year 11 will cover the exam unit of Contemporary Issues in Sport.

The five topic areas in this unit are:

- 1) Issues which affect participation in sport
- 2) The role of sport in promoting values
- 3) The implications of hosting major sporting event for a city or county
- 4) The role National Governing Bodies (NGBs) play in the development of their sport
- 5) The use of technology in sport

**Final examination:** Contemporary issues in sport externally assessed by an OCR-set exam is worth 40% of your overall grade. The exam is taken at the end of the course in Year 11 and is a 1hour 15minute paper.

## **Are there any special requirements that I need to study the course?**

Taking part in sport is an important aspect of this subject. You are expected to participate in two sporting activities and be involved as a leader in one sporting activity, you therefore need a love of sport and need to be participating in at least one sport both inside and outside of college. The broader your range of sporting knowledge, the better.

## **What sort of career paths are available to me if I study this course?**

**All Hallows 6<sup>th</sup> form- BTEC National in Sport (equivalent to one A-Level). College- Apprenticeship or Cambridge Technical**

Sports coach/instructor

Sports journalist

PE Teacher

Personal trainer

Strength & conditioning coach



# SUBJECT: Physical Education

**Subject Leader:** Mr S Lawson

**Course:** Pearson Edexcel GCSE Physical Education

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

## **What will I study and what form does the assessment take?**

Physical Education GCSE is both a practical and theory-based subject. 60% of the marks are allocated to theory components – 2 written exams. 30% of the marks for this subject are allocated to practical components (Performance in 3 sports) and 10% is a coursework component (Personal Exercise Programme)

### **Component 1: Fitness and Body Systems (Theory)**

Written examination: 1 hour and 45 minutes, 36% of the qualification, out of 90 marks

#### **Content overview**

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training

### **Component 2: Health and Performance (Theory)**

Written examination: 1 hour and 15 minutes, 24% of the qualification, out of 70 marks

#### **Content overview**

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences

### **Component 3: Practical Performance**

30% of the qualification, out of 105 marks (35 marks per activity)

#### **Assessment overview**

The assessment consists of students completing **three** physical activities from a set list.

- One must be a team activity.
- One must be an individual activity.
- The final activity can be a free choice.

### **Component 4: Personal Exercise Programme (PEP)**

10% of the qualification, out of 20 marks

#### **Assessment overview**

The assessment consists of students producing a Personal Exercise Programme (PEP). Students will plan and perform a training programme to improve one aspect of fitness to help improve their performance in a sport of their choice.

**\*Trips – we run a climbing trip in Y11. This is a weekend away at ‘High Adventure’ for students to experience and hopefully get a grade at Indoor Climbing.**

## **Are there any special requirements that I need to study the course?**

A love of Sport!

Consistently attend Extra-curricular PE clubs

Take part in sport outside of school

## **What sort of career paths are available to me if I study this course?**

Sports Coaching, Physiotherapy, PE Teaching, Sports Science, Fitness Instructing, Leisure Management, Sports Psychology, Sports Physiology.

## Contact Information

[All Languages](#)

[Animal Management](#)

[Fine Art/Textiles/3D Design](#)

[Business Studies/Enterprise](#)

[Child Development / Hospitality and Catering](#)

[Computer Science](#)

[Drama](#)

[Digital IT](#)

[English](#)

[Geography](#)

[History](#)

[Mathematics](#)

[Music](#)

[Physical Education](#)

[Sports Studies](#)

[Religious Education](#)

[Science](#)

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