



KS4 Course Booklet

2018-2019



This booklet contains details about the courses on offer for your children from September 2018.

The beginning section contains the core subjects that everyone studies. Parents will receive an options form on ParentMail that is specific to your child.

Please read them carefully and discuss as a family.

All online forms should be returned by 9th March 2018.

If you have questions about the options process contact Mr. Ross
(rossp@sthelens.org.uk).

If you require careers advice please contact Mrs Scully
(Nicola.Scully@careerconnect.org.uk)

For information about subjects, please encourage your child to speak to their teacher(s) in the first instance.



COURSE INFORMATION

Studying this course will enable you to develop the following skills:

- the ability to read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary

BENEFITS OF STUDYING THIS COURSE

The ability to read with understanding; write clearly and speak fluently are essential skills for life. Many sixth forms, colleges and apprenticeships also require students to have developed the skills that this course covers.

ASSESSMENT REQUIREMENTS

You will sit two examinations:

Paper 1 – Explorations in Creative Reading and Writing –
Worth 50% of the GCSE

Section A – Reading one literature fiction text and answering 4 questions

Section B – Descriptive or narrative writing

Paper 2 – Writers' Viewpoints and Perspectives –
Worth 50% of the GCSE

Section A – Reading one non-fiction text and one literary non-fiction and answering 4 questions

Section B – Writing to present a viewpoint

You will also be assessed on your speaking and listening skills

ADDITIONAL INFORMATION

We follow the AQA syllabus.

Useful Websites:

www.aqa.org.uk

www.bbcbitesize.com



COURSE INFORMATION

You will sit two examinations:

Paper One - Shakespeare and the Nineteenth Century Novel – Worth 40% of the GCSE

Section A – Romeo and Juliet

Section B – The Sign of Four **OR** A Christmas Carol

Paper Two - Modern Texts and Poetry – Worth 60% of the GCSE

Section A – An Inspector Calls

Section B – Poetry Anthology

Section C – Unseen Poetry

BENEFITS OF STUDYING THIS COURSE

Studying this course will enable you to develop the following skills:

- literal and inferential comprehension
- critical reading
- evaluation of a writer's choice of vocabulary, grammatical and structural features
- comparing texts

ASSESSMENT REQUIREMENTS

The exams will measure how students have achieved the following assessment objectives.

- AO1: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

ADDITIONAL INFORMATION

We follow the AQA syllabus.

Useful Websites:

www.aqa.org.uk

www.bbcbitesize.com

www.sparknotes.com



COURSE INFORMATION

The assessments will cover the following content headings: Number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

Assessment criteria for each content headings are;

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

The qualification consists of three equally-weighted written examination papers at either Foundation tier (grades 1-5) or Higher tier (grades 4-9).

All three papers must be at the same tier of entry and must be completed in the same assessment series.

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

ASSESSMENT REQUIREMENTS

Pupils will follow Pearson Edexcel three-year 9-1 GCSE course.

This course aims to enable pupils 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.

BENEFITS OF STUDYING THIS COURSE

Mathematics GCSE is a gateway qualification.

It is a requirement for most further education courses, jobs and apprenticeships.

It is a core subject and all pupils are expected to study it to GCSE level.

ADDITIONAL INFORMATION

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of further study and the world of work.

The mathematics 9-1 GCSE ensures pupils are equipped with these skills as they develop reasoning and problem-solving skills.

Triple Sciences

3 x GCSE

(uses 1 option)

February 22, 2018



COURSE INFORMATION

All pupils will study the three separate Sciences (Biology, Chemistry and Physics) and will be awarded a GCSE grade in each one.

The GCSEs will be taught by three specialist teachers.

Topics studied include:

- Inheritance and selection (Biology)
- Organism level systems (Biology)
- Monitoring and controlling chemical reactions (Chemistry)
- Predicting and identifying reactions and products (Chemistry)
- Waves in matter (Physics)
- Radioactivity (Physics)

Studying the Triple Sciences will use one option.

ASSESSMENT REQUIREMENTS

There are two tiers of entry: Foundation (assesses grades 5-5 to 1-1) and Higher (assesses grades 9-9 to 4-4).

The qualification is assessed by examinations at the end of year 11. There is no coursework component.

There are two 1 hour and 45 minute examinations at the end of the course in each of the three sciences. Each examination contributes 50% to the overall qualification.

The examinations will assess the topics taught over the three year GCSE, as well as practical skills that have been developed throughout the course.

Three separate GCSE grades are awarded.

BENEFITS OF STUDYING THIS COURSE

This course will allow you to further your studies at post-16, studying one or more of the science A-levels.

The course builds on the topics taught in the Combined Science GCSE and the additional topics taught bridge the gap between GCSE and A-level.

ADDITIONAL INFORMATION

The full specifications can be found at:

Biology - <http://ocr.org.uk/Images/234594-specification-accredited-gcse-gateway-science-suite-biology-a-j247.pdf>

Chemistry - <http://ocr.org.uk/Images/234598-specification-accredited-gcse-gateway-science-suite-chemistry-a-j248.pdf>

Physics - <http://ocr.org.uk/Images/234600-specification-accredited-gcse-gateway-science-suite-physics-a-j249.pdf>



COURSE INFORMATION

All pupils across the country have to study a minimum of 2 GCSEs in science.

The specification is divided into topics, each covering different key concepts of biology, chemistry and physics.

All three sciences are studied, there isn't an option to drop one.

Topics studied include:

- Cell level systems
- Organism level systems
- Global challenges
- Predicting and identifying reactions and products
- Monitoring and controlling chemical reactions
- Electricity and magnetism
- Waves and radioactivity

ASSESSMENT REQUIREMENTS

The qualification is worth two GCSEs.

There are two tiers of entry: Foundation (assesses grades 5-5 to 1-1) and Higher (assesses grades 9-9 to 4-4).

The qualification is assessed by examinations at the end of year 11. There is no coursework component.

There are six 1 hour and 10 minute examinations at the end of the course – two biology, two chemistry and two physics. Each examination contributes 16.7% to the overall qualification.

Two GCSE grades are awarded which can be identical or adjacent i.e. 5-6, 6-6 or a 6-7.

BENEFITS OF STUDYING THIS COURSE

This course will allow you to further your studies at post-16, either through studying a science A-level or following a vocational course.

During your studies, you will develop understanding of the nature, processes and methods of science that will help you to answer scientific questions about the world.

ADDITIONAL INFORMATION

The course studied is OCR's GCSE (9–1) in Combined Science A (GatewayScience).

For more detailed information, the full specification can be found at:

<http://www.ocr.org.uk/Images/234596-specification-accredited-gcse-gateway-science-suite-combined-science-a-j250.pdf>



COURSE INFORMATION

All students are required to study Roman Catholic Christianity as the main religion with Judaism as the second religion. Students follow the Edexcel specification A – Belief and Practice in the 21st Century GCSE

The Pearson Edexcel GCSE (9–1) in Religious Studies A consists of three externally-examined papers.

Area of Study 1 – Roman Catholic Christianity

Content overview

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

Area of Study 2 – Judaism

Content overview

- Beliefs and Teachings
- Practices

Area of Study 3 – Philosophy and Ethics Roman Catholic

Content overview

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

ASSESSMENT REQUIREMENTS

Paper 1: Area of Study 1 – Roman Catholic Christianity

Written examination: 1 hour and 45 minutes

50% of the qualification 102 marks

Paper 2: Area of Study 2 – Judaism

Written examination: 50 minutes

25% of the qualification 51 marks

Paper 3: Area of Study 3 – Philosophy and Ethics Roman Catholic

Written examination: 50 minutes

25% of the qualification 51 marks

BENEFITS OF STUDYING THIS COURSE

At De La Salle, Religious Education is about the development of an open-ended, 'thinking' approach to the Catholic tradition, rooted in the core values of our Lasallian heritage. Religious Education aims to develop pupils' abilities in describing, explaining, analysing and evaluating whilst exploring the key principles of inclusion, faith and challenge. Religious Education also helps to enable pupils to develop respect for others and offers opportunities for personal reflection and spiritual development.

ADDITIONAL INFORMATION

Wider reading

- Sophie's World by Jostein Gaarder
- The Imam's Daughter by Hannah Shah
- The Curious Incident of the Dog in the Night by Mark Haddon
- The Help by Kathryn Stockett
- The Book Thief by Markus Zusak
- The Christmas Mystery by Jostein Gaarder
- My Sister's Keeper by Jodi Picoult
- The Unforgotten Coat by Frank Cottrell Boyce
- When Hitler Stole Pink Rabbit by Judith Kerr



COURSE INFORMATION

In Year 9 pupils study a variety of topics to cover a basis for both exam papers including physical landscapes in the UK, ecosystems, natural hazards, and a pilot study fieldwork visit to Snowdonia National Park to look at glacial landscapes.

In year 10 we move onto looking into the challenges that urban environments are facing across the world and how we can manage our resources better for a more sustainable lifestyle. Towards the end of the year we will be going to the Lake District to study a river location and the impact of tourism in a National Park.

In year 11, pupils will be taking part in a fieldwork investigation in Liverpool City Centre as an example of regeneration in a changing economic world. We will also get a piece of pre-release work to encourage research skills.

Throughout the 3-year course pupils will be regularly assessed to support learning and will be expected to take part in individual work to underpin the learning of the classroom.

BENEFITS OF STUDYING THIS COURSE

- Develop skills of selecting, collating, and analyzing information
- Develop understanding of the world in which we live, and the interrelationships between the natural environment and human actions
- Enhance our natural curiosity for the world around us.

ASSESSMENT REQUIREMENTS

Students will be assessed by taking three examination papers:

Paper 1 = Living with the physical environment.

Exam time: 1 hour 30 minutes

Total worth: 35% of GCSE grade

Paper 2 = Challenges in the human environment.

Exam time: 1 hour 30 minutes

Total worth: 35% of GCSE grade

Paper 3 = Geographical applications.

Exam time: 1 hour 15 minutes

Total worth: 30% of GCSE grade

Exam board: AQA

ADDITIONAL INFORMATION

Geography is often a necessary qualification for entry to colleges, universities and most jobs and apprenticeships. Geography can form the basis of a career in many fields such as teaching, the environment and many more.



COURSE INFORMATION

Through a variety of media including ICT, film, photographs, cartoons, novels and other forms of information pupils will begin to explore their history studies.

In Years 9 and 10 they learn about American history between 1920 and 1973, including the Roaring 20's, America during WW2, the Cold War and the Civil Rights Movement.

A separate investigation will be undertaken into America's involvement in the Korean and Vietnam wars.

At the end of Yr10 and Yr11 study will comprise of in depth investigations into the History of Medicine (AD 1000 to the present day) and finally a study of Norman England which also involves a case study of an important Norman building (e.g. A particular Norman cathedral or castle).

BENEFITS OF STUDYING THIS COURSE

- Develop skills of selecting, collating, and analyzing information
- Improve understanding of the key developments in the 20th Century
- Equip pupils with the thinking skills to ensure the world doesn't make the same mistakes twice; through developing an understanding of different cultures.

ASSESSMENT REQUIREMENTS

Students will be assessed by taking two examination papers:

Paper 1 = America 1920-1973.
Conflict and tension in Asia 1950-75.

Exam time: 1 hour 45 minutes
Total worth: 50% of GCSE grade

Paper 2 = Britain Health and the People
Norman England

Exam time: 1 hour 45 minutes
Total worth: 50% of GCSE grade

Exam board: AQA

ADDITIONAL INFORMATION

History can form the basis of a career in many fields such as journalism, politics, teaching, law, business management and many more. It will give you the opportunity to understand the world on a deeper level, debate, analyse and think critically. In addition, it forms part of the EBacc qualification which is being recognised as an increasingly important criteria when applying for entry into some universities.



COURSE INFORMATION

Students will take the following examinations in the Summer of Year 11:

Paper 1: Listening
Paper 2: Speaking
Paper 3: Reading
Paper 4: Writing

Students are entered for either Higher or Foundation Tier.

ASSESSMENT REQUIREMENTS

The course aims to enable students to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. Students study all of the following themes on which the examinations are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

BENEFITS OF STUDYING THIS COURSE

Key Skills Gained:

- Develop understanding of the spoken and written language
- Improve communication skills in many settings
- Expand knowledge of countries and communities that use the language

ADDITIONAL INFORMATION

Progression to Sixth Form:

AS and A2 courses are available in this subject for students who achieve a good grade at GCSE.

Further Progression:

People with language skills are well thought of in the modern world. They stand out as talented and successful people with broad and exciting horizons! Studying languages can help you to make the most of holidays, and enable you to gain employment with foreign links.



COURSE INFORMATION

Year 9: Pupils will use the majority of this year to explore and experiment with a range of exciting materials. The year will focus on the development of creative thinking, broadening skills and experiences and learning how to bring ideas to life.

Year 10: Pupils will deepen their knowledge and understanding of techniques and processes in Fine Art, Mixed media, Textiles, Photography and 3-Dimensional Studies. This year helps pupils to uncover their strengths and areas of interest.

Year 11: Pupils will start to work more independently following their own creative journey in response to given themes and briefs. Developing ideas in a variety of ways are key features of this examination. The externally set assignment takes place in the second term of Year 11.

BENEFITS OF STUDYING THIS COURSE

Visual learning is a very different experience providing pupils with a unique way of seeing the world around them. It provides students with opportunities to explore their own creativity, how to look and analyse what they see and how to present a personal and unique response to their surroundings. It equips learners with the necessary skills to contribute to the fastest growing economy in the UK – the creative industries.

ASSESSMENT REQUIREMENTS

Component 1: Portfolio = 60% of the total mark

The portfolio consists of a mini and main project, which demonstrates pupil engagement and skill level through the four assessment objectives. The mini project is a selection of best work from Year 9 and 10 and the main project is a sustained area of investigation leading to a personal response.

Component 2: Externally set assignment = 40% of the total mark

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. This unit is typically covered between January and April in Year 11.

ADDITIONAL INFORMATION

Possibilities in Art & Design:

Pathway A: Pupils gain a GCSE in Fine Art or appropriate endorsement over three years.

Pathway B: Some pupils may be invited to sit the exam early, making it possible to gain their GCSE in Art and Design in Year 10. Year 11 will follow a GCSE course in Photography. **Leave with 2 GCSEs in Art.*



COURSE INFORMATION

OCR GCSE (9–1) Computer Science builds on the pioneering qualification development in this field. Relevant to the modern, changing world of computing, it's designed to boost computing skills essential for the 21st century. We've talked to companies like Microsoft, Google and Cisco, organisations like BCS (The Chartered Institute in IT) and Computing at School (CAS), plus teachers and academics to develop this contemporary qualification.

The specification focuses on:

- Computational thinking as its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence
- Applying the academic principles they learn in the classroom to real-world systems in an exciting and engaging way

ASSESSMENT REQUIREMENTS

GCSE (9-1) Computer Science is now assessed through **two written examinations**. Each exam is worth **50%**.

Students will now undertake a Programming Project in their final year which supports the development of understanding across the whole specification. Learning can be delivered through a creative blend of practical and theoretical lessons. Students are given the opportunity to develop practical programming skills, and also develop vital understanding across a range of relevant computer science topics.

The written examinations are undertaken in the final year of the course. GCSE (9-1) Computer Science offers resit opportunities.

BENEFITS OF STUDYING THIS COURSE

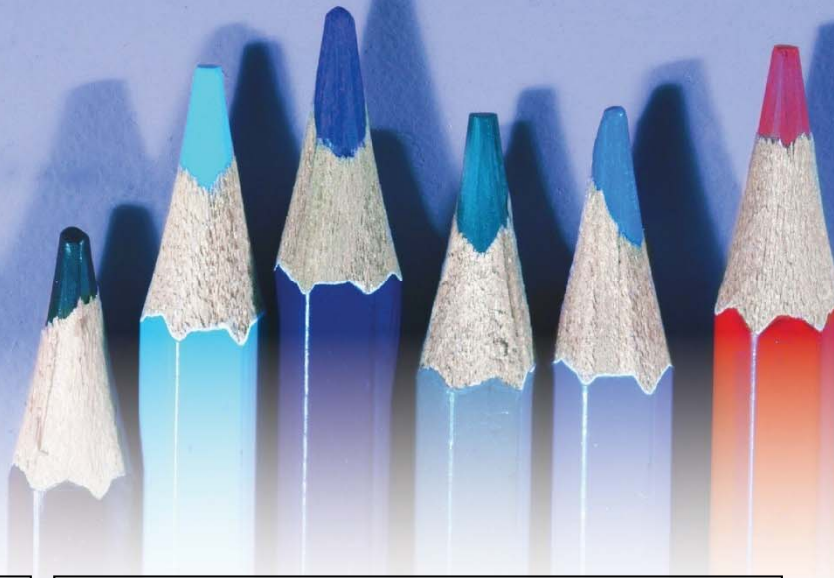
PROGRESS TO:

A/AS Level Computer Science; Cambridge Technicals in Digital Media; Cambridge Technicals in IT or Level 2/L3 Apprenticeship.

ADDITIONAL INFORMATION

IDEAL FOR:

Level 2 students, students who are new to computing topics; students who want to experience computer science at an 'intermediate' level; students who are thinking of a computing career.



COURSE INFORMATION

Devising Drama

30% of Overall GCSE

Presenting and Performing Texts 30% of Overall GCSE
Perform TWO scenes from a well-known play.

Drama: Performance and Response: Written Exam Paper

40% of overall GCSE

Section A: Study Blood Brothers. Answer questions of Character's from the play, demonstrate you knowledge of the play.

Section B: Analyse and evaluate a live theatre performance

ASSESSMENT REQUIREMENTS

Students will create their own devised performance based on a chosen stimulus from the exam board stimulus paper.

In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.

Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will perform in two performances from one text. Students will be required to produce an accompanying document which outlines their intentions for and approach to the performance showcase.

For Section A, students study one performance text in detail from a set list given by the exam board. This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed. In Section B, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

BENEFITS OF STUDYING THIS COURSE

Working in drama develops everyone to gain a deeper understanding of themselves and the world around them. Drama allows young people to communicate with and understand others in new ways. Drama is an important tool for preparing everyone to live and work in a world that is increasingly TEAM-ORIENTATED rather than hierarchical. Drama helps students develop TOLERANCE and EMPATHY.

ADDITIONAL INFORMATION

This is a highly practical subject therefore for assessments Drama Blacks are required. (Black trousers, black t-shirt and black pumps.)

Students should attend theatre performances, watch films and read as many plays as they can.

Students should be prepared to rehearse after school in preparation for assessment.



COURSE INFORMATION

Qualification purpose

Our Engineering course allows students understand and study a range of disciplines within engineering. Our students will deal with different manufacturing practices and processes using machines, tools and equipment that turn raw materials to new products.

This course is aimed at students who wish to study the processes involved in manufacturing new engineered products and the use of technology.

It provides students with the knowledge and skills required to operate manufacturing tools and equipment used to make products from the requirements of a design specification and develops their understanding of the processes and systems required to transfer a design concept into a product.

ASSESSMENT REQUIREMENTS

Unit 01 Introduction to engineering

This unit aims to introduce the learner to engineering in the industry and the wider community. It will introduce them to the knowledge and skills needed to become a competent engineer. (internally assessed)

Unit 02 Introduction to engineering drawing

This unit aims to introduce learners to engineering drawing and how to use measurements, scale and proportion. (externally assessed)

Unit 03 Tools and equipment for engineering

This unit aims to introduce learners to the common tools and equipment used in an engineering environment. Learners will be able to handle tools in a correct and safe manner, and how to demonstrate sufficient maintenance techniques. (internally assessed)

Unit 04 Engineering materials and their properties

This unit aims to introduce the learners to engineering materials and their properties. They will learn about the suitability of the materials for a specified task and the processes of manufacturing. (internally assessed)

(Units subject to change dependent on employer engagement and market demands)

Progression

This course gives our students the opportunity to:

- Investigate areas of specific interest.
- Develop essential technical skills and attributes required by employers.
- Progress onto further education
- Provides opportunities for our students to progress to either academic or more specialised vocational pathways.



COURSE INFORMATION

Pupils who wish to gain an understanding of the graphic design industry and develop the skills necessary to succeed in this field will enjoy this course.

This qualification aims to:

- develop a broad and comprehensive understanding of graphic design
- develop knowledge which spans the vocational sector
- develop a secure understanding of Health and Safety within a creative technological environment.

Pupils will develop skills and processes in 2D and 3D drawing, designing, modelling and making leading to the production of a broad and varied portfolio.

ASSESSMENT REQUIREMENTS

Component 1: Portfolio = 60% of the total mark

The portfolio consists of a mini and main project, which demonstrates pupil engagement and skill level through the four assessment objectives. The mini project is a selection of best work from Year 9 and 10 and the main project is a sustained area of investigation leading to a personal response.

Component 2: Externally set assignment = 40% of the total mark

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. This unit is typically covered between January and April in Year 11.

BENEFITS OF STUDYING THIS COURSE

Visual learning is a very different experience providing pupils with a unique way of seeing the world around them. It provides students with opportunities to explore their own creativity, how to look and analyse what they see and how to present a personal and unique response to their surroundings. It equips learners with the necessary skills to contribute to the fastest growing economy in the UK – the creative industries.

ADDITIONAL INFORMATION

Students will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn to use, understand and apply colour and design through images, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make using graphic media and new technologies to prepare them for the world of work.

Hospitality & Catering Level 1/2 Award

February 22, 2018



COURSE INFORMATION

The Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1: The Hospitality and Catering Industry

Unit 2: Hospitality and Catering in Action

Learners must complete both units.

The aim is to develop the learner's 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. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

ASSESSMENT REQUIREMENTS

External assessment

Unit 1: The Hospitality and Catering Industry will be externally assessed. The on-line external assessment will be available in June 2018 and in the June of each year thereafter.

Details of the external assessment are as follows:

Duration: 90 minutes

Number of marks: 90

Internal assessment

Unit 2: Hospitality and Catering in Action is internally assessed.

Unit Title	Assessment	
The Hospitality and Catering Industry – Onscreen assessment	Mandatory	External
The Hospitality and Catering Industry – Paper based assessment		
Hospitality and Catering in Action	Mandatory	Internal

BENEFITS OF STUDYING THIS COURSE

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

BENEFITS OF STUDYING THIS COURSE

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



COURSE INFORMATION

Cambridge National in Information Technologies will raise your child's confidence in using IT and plug potential gaps in digital skills and knowledge not covered by studying computing.

This qualification will develop applied knowledge and practical skills in the creative use of information technologies. It is broken down into four main delivery themes:

- Project initiation, planning and review
- Collecting, manipulating/processing and storing data
- Creatively developing meaningful information for customer distribution
- Awareness of the importance of legal, moral, ethical and security factors

ASSESSMENT REQUIREMENTS

This qualification is 120 Guided Learning Hours, and is equivalent to a GCSE in both size and rigour.

There is one centre-assessed unit offering practical task-based assessment opportunities, alongside the examined unit of assessment, which contains underpinning knowledge and understanding.

Assessment **Unit R012** is assessed by an **exam** and marked by us (1 hour 45 minutes).

Assessment **Unit R013** is **coursework** which will be centre marked and a sample sent for moderation.

BENEFITS OF STUDYING THIS COURSE

PROGRESS TO: Level 3 vocational qualifications, such as the Cambridge Technical or A Level.

The skills, knowledge and understanding they will develop through this qualification are very relevant to both work and further study. They will support them in a range of subject areas such as A Levels in Business or Geography, or Cambridge Technicals in IT. They can also support their progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.

ADDITIONAL INFORMATION

All results are awarded on the following scale:
Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2)
Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Unclassified.

Students have the opportunity both to resit the external and internal assessment.

For more information please visit: <http://ocr.org.uk/Images/371960-specification.pdf>



COURSE INFORMATION

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can.

GCSE offers you the chance to study a wide range of musical genres, with opportunities for practical learning. Our GCSE brings theory, listening and composition to life in new and engaging ways, and links to the world around us like never before.

We know that every student has different learning styles and musical tastes, which is why our GCSE values all music styles, skills and instruments. Let us start to broaden your mind and foster a love of all music with a qualification all abilities and backgrounds will enjoy.

BENEFITS OF STUDYING THIS COURSE

FE & HE courses in A Level, BTEC music, Performing Arts, BA Degree

Learning an instrument teaches discipline

Transferable skills

Further employment including performing, teaching, composing, film, TV, radio, games

ASSESSMENT REQUIREMENTS

Component 1 – Understanding music (40%)

You will listen to a variety of unfamiliar pieces of music as well as giving contextual based answers to pieces studied in class. This component takes on the form of a listening exam.

Component 2 – Performing music (30%)

You will perform as an instrumentalist and/or vocalist and/or via technology one solo performance and one ensemble performance. The minimum requirement is a combined total of four minutes.

Component 3 – Composing music (30%)

You will compose two pieces of music. One will be a free composition, allowing you the freedom to explore your own musical style. The second will be composed to a brief set by the exam board.

ADDITIONAL INFORMATION

Do I need to be able to play an instrument?

Preferably, yes. This will give you the best possible start to the course, however this is not essential.

Do I need to be able to compose?

No. This course has been developed to help foster and nurture your skills as a musician.



COURSE INFORMATION

OCR GCSE PE. **70%** Theory. **30%** Practical.

Component 1: 36%

Fitness and Body Systems

Written examination 1.

Component 2: 24%

Health and Performance

Written examination 2.

Component 3: 30%

Practical Performance.

3 different sports – performed competitively.

Component 4: 10%

Analysis of Performance.

Written coursework 14 hours.

ASSESSMENT REQUIREMENTS

- **60%** 2 Written exam papers.
- **10%** - Written coursework
- **30%** Practical activities. 3 activities from the list below – all must be performed COMPETITIVELY

Team activities:

Association Football Badminton Basketball Cricket Dance Gaelic Football Handball Hockey Lacrosse Netball Rowing Rugby League or Rugby Union Squash Table Tennis Tennis Volleyball.

Individual activities:

Amateur Boxing Athletics – Field events Athletics – Track events Canoeing Track Cycling Road Cycling Diving Golf Gymnastics Equestrian Kayaking Rock climbing Sculling Skiing Snowboarding Swimming Trampolining

BENEFITS OF STUDYING THIS COURSE

Given the skills you will develop through P.E at GCSE, employers of all kinds will be interested in you. Due to the current concerns about health and fitness of society, more jobs are likely to be created in the health and leisure industry. Other occupations that may be pursued are P.E teaching, Coaching, Physiotherapy & Sports Medicine and Media related jobs.

ADDITIONAL INFORMATION

Have a genuine interest in Physical Education and prove this through regular participation in a variety of activities and represent the school in at least one activity and perform at club level. You must offer a **high standard of ability in 3 activities** from the new activity list. **The majority of the Physical Education course will be spent on Theory work.** The course is heavily orientated towards scientific content therefore an interest in science and biology would be advantageous.

Physical Education

Cambridge National in Sports Studies Level 1/2

February 22, 2018



COURSE INFORMATION

OCR CAMBRIDGE NATIONAL SPORTS STUDIES

Component 1: 25% - Compulsory

CONTEMPORARY ISSUES

Written examination 1 Hour

Component 2: 25% - Compulsory

SPORTS SKILLS - PRACTICAL

Components 3 & 4 : 25% each

Choose two from four:

SPORTS LEADERSHIP

SPORT AND MEDIA

WORKING IN THE SPORTS INDUSTRY

OUTDOOR AND ADVENTUROUS

ASSESSMENT REQUIREMENTS

- **25%** 1 Written exam paper – 1 hour
- **25%** Practical activities.
- **2** Optional units worth **25% each** which will be assessed through practical task-based assessments.

BENEFITS OF STUDYING THIS COURSE

Cambridge Nationals in Sport offer students the solid foundation required for further study or progression into industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem-solving, team working and performing under pressure. Students will develop their own performance and how to effectively lead others as well as gain knowledge about the national sports context.

ADDITIONAL INFORMATION

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant