



Key Stage 4 Choices 2024-2026

Name:

Form:

Your Choice

Your Reserve Choice

'First Choice'

'Open Choice'

'Open Choice'

Foreword:

Dear Parents/Carers and students,

Welcome to our KS4 Choices booklet 2024-2026. I hope that you are able to read it together before listing your preferences for KS4.

Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is a unique and special creation of God and is known, cared for and valued for the contribution they make. Every student is challenged and supported to achieve his best.

As our school vision above shows, we believe in ensuring that every student at St Columba's achieves his personal best.

To mark the 50th Anniversary of the opening of the school we are launching the St Columba's Baccalaureate. This is an initiative designed to shine a light on you developing the core attributes you need once you have left St Columba's. More information on this will be delivered in due course.

This booklet is designed to provide all the information you and your son will need as they enter the next important phase of their education. It also explains some of the choices and decisions which students will be making with the appropriate information advice and guidance. Students need to be thinking about:

- The subjects that excite and challenge them
- The sort of career they want in the future
- The qualifications and pathway to this career
- What will help them achieve this dream

I encourage all students to strive for a broad and balanced suite of subjects, paying particular attention to the guidance given by the Department for Education regarding the EBacc (English Baccalaureate) combination of GCSE subjects.

I would strongly suggest students listen to advice on certain subjects that require a strong level of maths ability. You would be better off working as hard in a different subject and getting a higher grade than struggling for two years. This is particularly important as many sixth-form providers will require high grade averages.

Enjoy the process, read the information carefully and if you need any advice or guidance please ask.

Yours sincerely

Mr Evans

Headteacher

Key Stage 4 Choices

The Key Stage 4 curriculum at St Columba's provides a number of choices to examination success and sustains interest in learning new skills and knowledge. As well as allowing students to work to their individual strengths and interests, it is essential that students maintain a broad and balanced curriculum to widen choice's for Post -16 education, training and employment. As you may be aware, the Government introduced an academic standard called the English Baccalaureate. This will be the standard for students who achieve passes at GCSE in five subjects including English, Mathematics, Science, Humanities and Modern Languages. This must be a consideration for those students who are able to achieve it or who have an ambition to go to university as most universities consider these to be 'facilitating' subjects for higher education. **Please see the DfE leaflet on the following pages.**

At St Columba's, our Curriculum is divided into Core Subjects, First Choice Subjects and Open Choice Subjects.

Core Subjects

All students study the core subjects of English Language, English Literature, Mathematics, Religious Education and Combined Science. They are also required to participate in dedicated periods of (non-examined) Physical Education throughout Years 10 and 11.

First Choice Subjects

All students are required to study at least one of the following subjects: French, Geography or History, although ***the opportunity to study all three subjects is available***.

For students who intend on continuing an academic pathway beyond St Columba's, French completes the EBACC curriculum alongside the Humanities.

Computer Science is included within the science element of the EBacc Curriculum.

Open Choice Subjects

After the Core Subjects and First Choice subjects, students will then have either two slots available for further subjects —our Open Choice subjects.

Each student will make one choice with a reserve choice in the 'First Choice Subject' List and then two choices with a reserve choice in The 'Open Choice Subject' List



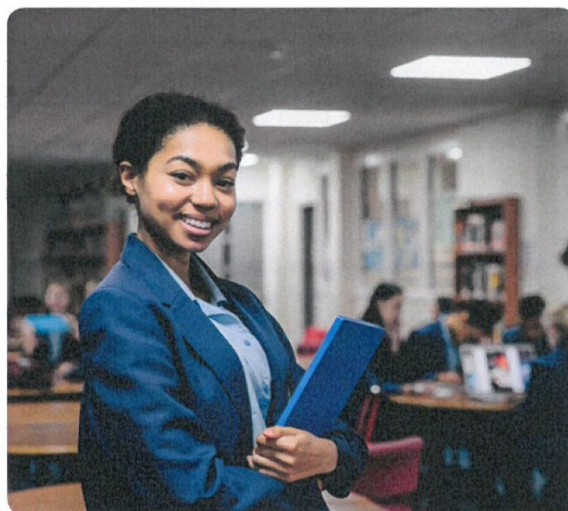
Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- **English language and English literature**
- **Maths**
- **Science**
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- **History or Geography**
- **A language**
Ancient or modern



WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017



Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.

How do I choose?

DO discuss your preferences together;

DO read the EBacc leaflet carefully;

DO think about your future;

DO make your preferred choices broad and balanced, keep your options open for Post-16;

DO prioritise based on subjects you feel you will be successful in, and those you know you will enjoy making progress in;

DON'T select based on friends' preferences;

DON'T select a subject because you like the teacher—it is the subject that is important and teachers may change.

What happens next?

Read this booklet thoroughly, particularly the guidance from DfE on EBacc subjects.

Then complete your choices on: **SIMS OPTIONS** (you can email MTD@st-columbas.bexley.sch.uk if you are having issues with using SIMS)

Please complete by Friday 1 March 2024

You will receive a letter detailing the school guided choices selected for your son's towards the end of the Summer Term.

Core Subjects:

- GCSE ENGLISH LANGUAGE
- GCSE ENGLISH LITERATURE
- GCSE MATHEMATICS
- GCSE RELIGIOUS STUDIES
- GCSE COMBINED SCIENCE
- GAMES (NB—all students will participate in Games lessons throughout Years 10 and 11)

English

Areas of Study:

Paper 1- Explorations in Creative Reading and Writing;

Paper 2- Writers' Viewpoints and Perspectives;

Non Examination Assessment- Spoken Language (Speaking and Listening)

How is this subject assessed?:

2 x 1hr 45 exams;

One 8 minute speech/presentation and Q&A

Why study English Language?

All career paths will want a minimum Grade 4 at GCSE and the ability to communicate effectively through the written word, orally, and to read and understand texts is crucial to every aspect of every-day life. Skills developed here are essential for anyone hoping to work in journalism, editing, publishing, advertising or PR.

Exam Board:

AQA

Course Title:

GCSE English Language

Course Code:

8700

Specification:

8700 AQA



English

Areas of Study:

Unit 1- Shakespeare and the 19th-Century Novel;

Unit 2: Modern Texts and Poetry

How is this subject assessed?:

Paper 1- 1hr 45 mins exam;

Paper 2- 2hrs 15 mins exam

Why study English Literature?

Most A-Level English students study English Literature, so a good grounding in the basics at GCSE level is essential for anyone aspiring to study English at KS5. Any career path within the creative arts, journalism etc will be enhanced by the study and appreciation of our literary heritage.

Exam Board:

AQA

Course Title:

GCSE English Literature

Course Code:

8702

Specification:

8702 AQA



Mathematics

Areas of Study:

Mathematics is divided into six broad areas and is taught hierarchically (lower grade content first).

These six content areas are:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

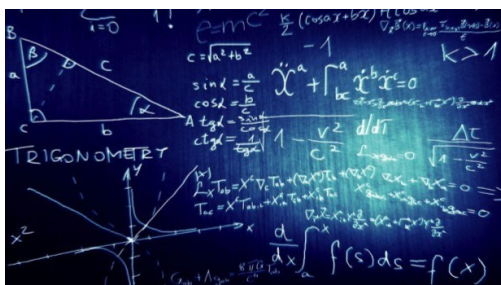
How is this subject assessed?:

100% terminal assessment

3 x 1.5 hour examinations:

1 x Non-Calculator Examination, 2 x Calculator Examinations

It is important to note that mathematics continues to be assessed at both Higher and Foundation Tier. However, the level of both tiers has increased significantly, and subsequently students who may previously have been entered for Higher Tier, may now be required to be entered for Foundation Tier, particularly those working at Grade 5 and below. Tier entry will be based on performance from class assessments and mock examinations.



Exam Board:

Edexcel

Course Title:

GCSE Mathematics

Course Code:

1MA1

Specification:

[1MA1 Edexcel Specification](#)

Why study mathematics?

Maths opens up a world of possibilities and expands your choices in the future. No matter how the world changes, maths will always be at the heart of life. Your future has some very attractive possibilities if it involves maths. Quite simply, maths not only helps you understand the world, it also opens up a world of opportunities!

What use is maths in everyday life? It's almost impossible to get through a day without using maths in some way, because our world is full of numbers to handle and problems to solve. Studying maths provides you with the tools to make sense of it all, making life that little bit easier.

What types of skills do employers look for? Problem solving, analysis, data handling and communication skills, to name just a few. These transferable skills are useful in any job, and you can get all of them from studying maths.

What use is maths in studying? The mathematical skills of problem solving, logical thinking, and investigation will help your progress in whatever you choose to study - at GCSE and beyond. In addition to these general skills, you will need maths for learning in a wide range of areas – anything from plumbing to economics.

Religious Education

Areas of Study:

Component 1: Foundation Catholic Theology

Component 2: Applied Catholic Theology

Component 3: Study of World Faiths – Judaism

How is this subject assessed?:

3 papers

2x 1hr 30 Minutes

1x 1 hour

Additional Information:

In Component 1, students study Origins and Meaning, focusing on creation, abortion and stewardship all from both a religious and non-religious point of view, as well as examining two pieces of art. They also study Good and Evil, focusing on suffering, the Trinity, incarnation, moral authority, pilgrimage, the Rosary and a piece of sculpture.

In Component 2, students study Life and Death which looks at life after death, eschatology, the magisterium of the Church, prayer, some artefacts and a piece of music. In the same component, they also study Sin and Forgiveness which looks at crime and punishment, redemption, the Church and church architecture, the Sacraments and evangelisation.

Component 3 is a study of both Jewish beliefs and practices.

Exam Board:

Eduqas

Course Title:

GCSE Religious Studies Route B

Course Code:

C120PB

Specification:

[Eduqas C120PB](#)

This link will take you to the generic page for GCSE RE. Please note that we study the full course and route B and that only the pages relevant to route B and Judaism should be read within the PDF.

Why study Religious Studies?

To study religion is to study responses, both behavioural and intellectual, to the big questions that face human beings, including creation, the nature of the self, suffering, death and society in general.

Studying RE to GCSE gives students the opportunity to develop a rigorous approach to the nature of argument and discussion. It helps them to become a quick, adaptable learner and develops strong skills in writing, analysis and critical thinking. With much emphasis on the big questions and alternative points of view, this subject provides good training for looking at larger questions such as, "can capital punishment ever be justified?"

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop the ability to work with abstract ideas, leadership and research skills, all of which will help prepare them for further study and the workplace.



Group	→ 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Period ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	1 H																	2 He
2	3 Li	4 Be											5 B	6 C	7 N	8 O	9 F	10 Ne
3	11 Na	12 Mg											13 Al	14 Si	15 P	16 S	17 Cl	18 Ar
4	19 K	20 Ca	21 Sc	22 Ti	23 V	24 Cr	25 Mn	26 Fe	27 Co	28 Ni	29 Cu	30 Zn	31 Ga	32 Ge	33 As	34 Se	35 Br	36 Kr
5	37 Rb	38 Sr	39 Y	40 Zr	41 Nb	42 Mo	43 Tc	44 Ru	45 Rh	46 Pd	47 Ag	48 Cd	49 In	50 Sn	51 Sb	52 Te	53 I	54 Xe
6	55 Cs	56 Ba	57 La *	72 Hf	73 Ta	74 W	75 Re	76 Os	77 Ir	78 Pt	79 Au	80 Hg	81 Tl	82 Pb	83 Bi	84 Po	85 At	86 Rn
7	87 Fr	88 Ra	89 Ac *	104 Rf	105 Db	106 Sg	107 Bh	108 Hs	109 Mt	110 Ds	111 Rg	112 Cn	113 Nh	114 Fl	115 Mc	116 Lv	117 Ts	118 Og
	*			* 58 Ce	59 Pr	60 Nd	61 Pm	62 Sm	63 Eu	64 Gd	65 Tb	66 Dy	67 Ho	68 Er	69 Tm	70 Yb	71 Lu	
	*			* 90 Th	91 Pa	92 U	93 Np	94 Pu	95 Am	96 Cm	97 Bk	98 Cf	99 Es	100 Fm	101 Md	102 No	103 Lr	

EBacc Subjects

- GCSE HISTORY
- GCSE GEOGRAPHY
- GCSE FRENCH
- GCSE COMPUTER SCIENCE

History

Areas of Study:

The GCSE History content comprises the following elements:

- one period study • one thematic study • one wider world depth study • one British depth study including the historic environment.

Paper 1:

Migrants in Britain c800-present & Notting Hill c1948-c1970

Paper 2:

Superpower relations and the Cold War, 1941-91

Early Elizabethan England, 1558–88

Paper 3:

Weimar and Nazi Germany, 1918–39

Assessment structure:

Paper 1:

Section A: Historic Environment 10%

Section B: Thematic Study 20%

Paper 2:

Booklet P: Period Study 20%

Booklet B: British Depth Study 20%

Paper 3:

Modern Depth Study 30%

Section A and Section B

Why study History?

GCSE History is a great basis for many A-Level subjects, and it is highly regarded by colleges, universities and employers. Students who have studied history often study A-Level qualifications in subjects such as English, politics, economics and sociology. Some students enjoy it so much they carry on with it even if they are studying maths or science subjects.

Many people working in law and accountancy have studied history because of the skills that can be developed in reasoning and arguing your point.

There are also many areas more directly related to history, such as travel and tourism, museums and libraries, the media industry, government research and, of course, history teaching.

Additional Information:

An enjoyment of reading and writing are important qualities for this subject.

If you have a curiosity about the past and how the past is interpreted will mean that this is an enjoyable subject for you.

Exam Board:

Edexcel

Course Title:

GCSE History

Course Code:

1HI0 PR

Specification:

[Edexcel 1HI0](#)



Geography

Areas of Study:

A. Living with the physical environment

- 3.1.1 Section A: The challenge of natural hazards
- 3.1.2 Section B: The living world
- 3.1.3 Section C: Physical landscapes in the UK

B. Challenges in the human environment

- 3.2.1 Section A: Urban issues and challenges
- 3.2.2 Section B: The changing economic world
- 3.2.3 Section C: The challenge of resource management

C. Geographical applications

- 3.3.1 Section A: Issue evaluation
- 3.3.2 Section B: Fieldwork

D. Geographical skills

- 3.4 Geographical skills



Exam Board:

AQA

Course Title:

GCSE Geography

Course Code:

8035

Specification:

AQA 8035

How is this subject assessed?:

Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))

35% of GCSE

Section A: answer all questions (33 marks)

Section B: answer all questions (25 marks)

Section C: answer any two questions from questions 3, 4 and 5 (30 marks)

Question types: multiple-choice, short answer, levels of response, extended prose

Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for SPaG)

35% of GCSE

Section A: answer all questions (33 marks)

Section B: answer all questions (30 marks)

Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)

Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3: Geographical applications

Written exam: 1 hour 15 minutes

76 marks (including 6 marks for SPaG)

30% of GCSE

Pre-release resources booklet made available 12 weeks before Paper 3 exam

Section A: answer all questions (37 marks)

Section B: answer all questions (39 marks)

Question types: multiple-choice, short answer, levels of response, extended prose

Why study Geography?

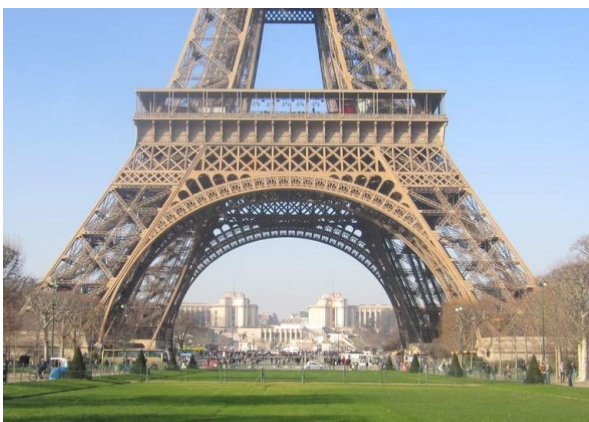
Studying Geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way.

Languages

Why study French?

French was for centuries the aristocratic language employed in the English and other European courts; French today remains an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.

France is a key economic partner for the UK: learning French opens doors for job-seekers in France itself and in Switzerland and Belgium, too. Facility in French is an essential skill for students interested in studying at leading French universities and business schools, which are ranked among the top higher education institutions in Europe. Moreover, the Francophone world extends well beyond the Continent: there are opportunities in Canada, while French is an official language in half of the ten fastest-growing countries in Africa.



Exam Board:

EDEXCEL

Course Title:

GCSE French

Course Code:

Specification:

EDEXCEL 2024

Skills:

- Listening
- Speaking
- Reading
- Writing

How is this subject assessed?:

Four Papers—one for each skill

Computer Science

Areas of Study:

01: Computer Systems

02: Computational thinking, algorithms & programming

Programming project

How is this subject assessed?:

Written examinations:

- Component 01: Computer Systems (50%)
- Component 02: Computational thinking, algorithms & programming (50%)
- Programming project (compulsory)

Why study Computer

Science?

Computer Science gives students an opportunity to obtain the skills and knowledge that are essential in many lucrative careers (Software Engineering, Cyber Security & many more).

There are so many opportunities in this exciting field.

However, employees across all sectors demand skills that you will develop on this course. Skills that are highly transferable and sought after, such as problem-solving, programming, and lateral thinking).

Exam Board:

OCR

Course Title:

GCSE Computer Science

Course Code:

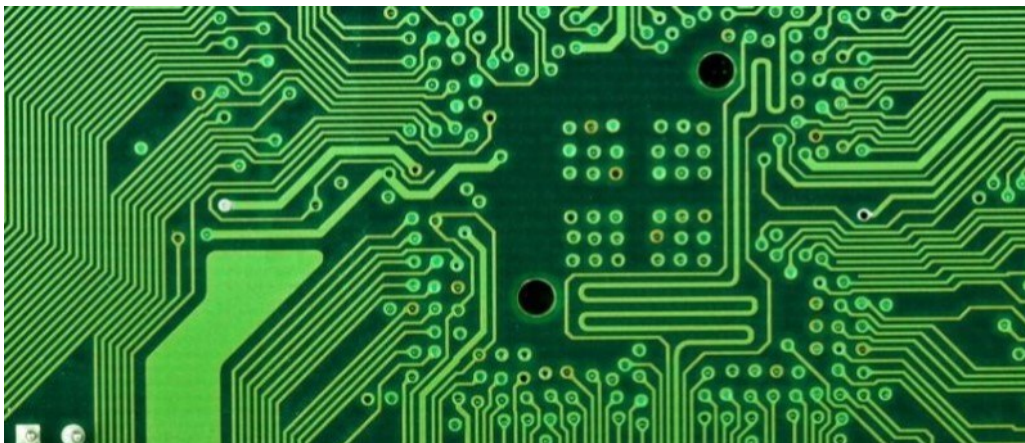
J277

Specification:

OCR J277

Additional Information:

Students must enjoy Python programming as they have to complete a Programming project and a programming paper (50%).



Open Choice Subjects

- GCSE ART AND DESIGN
- GCSE FILM STUDIES
- Hospitality and Catering (Technical Award)
- BTEC TECH AWARD IN SPORT
- GCSE SEPARATE SCIENCE (BIOLOGY, CHEMISTRY AND PHYSICS)
- BTEC LEVEL 1/2 TECHNICAL AWARD IN PERFORMING ARTS (ACTING PATHWAY)
- NCFE LEVEL 1/2 TECHNICAL AWARD IN MUSIC TECHNOLOGY
- BUSINESS STUDIES—TBC (depending on demand)
- STATISTICS—TBC (depending on demand)

Art and Design

Why study Art and Design?

Vibrant and dynamic, Art and Design at GCSE level will give you the freedom to explore and express your ideas, imagination and emotions in new and original forms. The subject will also equip you with a range of dynamic creative skills that will act as a foundation for further specialisation, allowing you to continue the subject with confidence at AS, A-level and beyond! Possible future pathways include both the world of work (with the creative economy remaining a significant source of employment in the capital) or further specialist courses of study at the many innovative and exciting institutions of further education available to you.

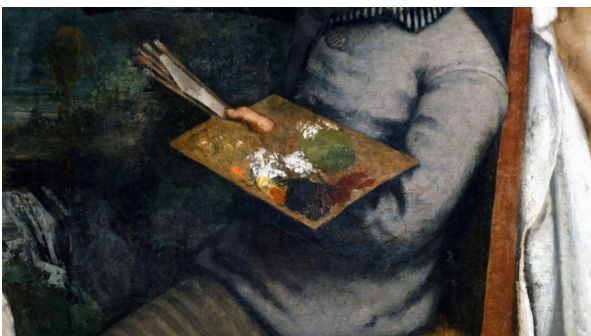
The flexibility of GCSE Art means that the course can be tailored to meet your personal interests and strengths. The course has been designed to allow students to develop knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources that might include popular culture, the History of Art or the latest emerging trends in visual culture. This will allow you to develop the skills to explore, create and communicate your own ideas. You will be encouraged to progressively develop your own strengths and interests in the subject and, increasingly, follow your own lines of enquiry as your independence and confidence grows.

You will demonstrate these skills through the development, refinement, recording, realisation and presentation of ideas through both a portfolio of internally assessed work and also by responding to an externally set assignment, that you complete over ten hours (and two days) at the end of Year 11.

As already indicated above in relation to the creative economy, Art and Design remains an essential and vibrant part of our culture and society. Employers and College Directors both value the contribution that an independent, creative practitioner of the arts can bring to their organisation or institution. If you want to stand out, shine and express yourself with power and flair, then Art and Design GCSE is the course for you!

For further inspiration, go to:

[Video: Why Study Art?](#)



Exam Board:

AQA

Course Title:

GCSE Art and Design (Fine Art)

Course Code:

8202

Specification:

[AQA 8202](#)

Areas of Study:

UNIT 1 - PEOPLE AND PLACES

UNIT 2 - PRINTMAKING and/or 3D MASK MAKING

DEADLINE for both projects is by CHRISTMAS the last week of Autumn term 2 in year 11.

All of the formal elements of Art are covered on the course as well as how to evaluate and analyse art in written form.

How is this subject assessed?:

Two units/projects = 60% which is set and marked by teachers and moderated by AQA.

AQA EXAMINATION PAPER = 40%. This exam paper is issued to Art teachers and GCSE students at the beginning of January in Year 11 for the formal final examination process to begin. Students are expected to investigate and produce a creative portfolio of work based on a theme set by AQA, final large Art work is then produced in a two-day timed examination.

Film Studies

PLEASE NOTE THAT FILM STUDIES
IS A NEW SUBJECT OFFERED FOR
2022 AND WILL ONLY RUN WITH
SUFFICIENT INTEREST

Areas of Study:

Component 1 Key Developments in US Film

Written examination: 1 hour 30 minutes

35% of qualification

70 marks

Component 2 Global Film: Narrative, Representation and Film Style

Written examination: 1 hour 30 minutes

35% of qualification

70 marks

Component 3 Production

Non-exam assessment

Internally assessed, externally moderated by WJEC

30% of qualification (production, 20%, evaluative
analysis, 10%)

60 marks

Why study Film Studies?

Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. GCSE Film Studies starts with individuals' excitement about a powerful audio-visual medium, which is central to today's society and culture. The films learners study are designed to exploit that enthusiasm and motivate them to broaden their knowledge of film and film technology from the first moving images introduced to audiences in 1895 to the digital environment of contemporary film.

Exam Board:

Eduqas

Course Title:

GCSE Film Studies

Course Code:

C670QS

Specification:

[Eduqas C670QS](#)

How is this subject assessed?:

Below are the assessment objectives for this specification.

Learners must:

AO1 Demonstrate knowledge and understanding of elements of film

AO2 Apply knowledge and understanding of elements of film, including to: • analyse and compare films • analyse and evaluate own work in relation to other professionally produced work

AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay.



WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award)

WHAT WILL I STUDY?

This qualification is made up of 2 units,

Unit 1: The Hospitality and Catering industry

Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.

Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and Catering in action

Learn about the importance of nutrition and how cooking methods can impact on nutritional value.

Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

HOW WILL I BE ASSESSED?

You will be assessed through a written examination and an assignment.

Unit 1 will be assessed through an exam, which is worth 40% of your qualification.

Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

WHAT SKILLS WILL I DEVELOP?

You will develop a range of skills which are attractive to employers, colleges and universities including Communication; Confidence; Learning independently; Organisation; Problem solving; Research; Self-discipline; Stamina; Taking on responsibility and Time management.

CAREERS WITH HOSPITALITY AND CATERING

The hospitality industry offers a wide range of exciting opportunities which includes:

Executive chef / Chef de partie / Commis chef / Manager / Dietitian / Sous chef



BTEC TECH AWARD IN SPORT

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology.

This Tech Award complements the learning in GCSE programmes such as GCSE Physical Education by providing further depth via analysis to the GCSE programmes use of sports theoretical knowledge to improve performance in participants. Also, in the BTEC exploration of the provision and types of sports suited to different individuals with different needs is well suited to the GCSE's depth study into key socio-cultural influences. Finally, the BTEC offers leadership and teaching in sport, which is not approached directly by the GCSE.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.



Exam Board:

PEARSON

Course Title:

BTEC TECH AWARD IN SPORT

Course Code:

Specification:

BTEC TECH AWARD IN SPORT

Additional Information:

Useful Resources:

CGP; BTEC Tech Award in Sport:

Exam practice workbook.

CGP; BTEC Tech Award in Sport:
Revision Guide.

Pearson: BTEC Tech Award 2022

Sport Student Book

Separate Science

Areas of Study:

1. Biology
2. Chemistry
3. Physics

How is this subject assessed?:

Three separate Sciences: GCSE Biology, GCSE Chemistry, GCSE Physics. The Triple Science course follows the same specification as the Combined Science course but is more in-depth and requires additional learning. Students wishing to study science at A Level or University, will benefit from the more rigorous training provided by these courses. However, students must have demonstrated the appropriate level of aptitude and attitude during Years 7, 8 and 9 in order for them to be eligible for these courses.

At the end of the course, students will be awarded three separate exam grades 9 - 1, based on knowledge and understanding in the three different disciplines. Each discipline requires students to sit two exam papers

Why study Separate Science?

(As per Combined Science)

Science is considered by many as a core subject in school curriculum, not only because of the need to produce the scientists of the future but also to empower students to make informed choices in their lives and enable them to take part in key debates confronting society today.



Exam Board:

Edexcel

Course Title:

GCSE Biology

GCSE Chemistry

GCSE Physics

Course Code:

Chemistry: 1CH0F or 1CH0H

Biology: 1BI0F or 1BI0H

Physics: 1PH0F or 1PH0H

Specifications:

[Biology](#)

[Chemistry](#)

[Physics](#)

Additional Information:

(As per Combined Science)

In Year 9 and 10, students will cover Cell Biology, Organisation, Infection and Response, Bioenergetics, Atomic Structure and the Periodic Tables, Bonding, Structure the Properties of Matter, Quantitative Chemistry, Chemical Changes and Energy Changes, Energy, Electricity, Particle Model of Matter and Atomic Structure.

In Year 11, students will study Homeostasis and Response, Inheritance, Variation and Evolution, Ecology, The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, Forces, Waves, Magnetism and Electromagnetism. Details of these topics can be found on the Edexcel website, www.edexcel.co.uk

BTEC LEVEL 1/2 TECHNICAL AWARD IN PERFORMING ARTS

Areas of Study:

Component 1: Exploring the Performing Arts

Students will learn about the various roles in the Performing Arts industry, from stage designers to theatre directors. They will study three different texts (Blood Brothers, DNA and Cookies) by practically exploring the various elements and steps of staging a production. Additionally, students will learn to enjoy, appreciate and evaluate live theatre through in-house workshops, Digital Theatre online, and West End plays. Students must be committed to attending these theatre events in order to meet the requirement of this component.

Component 2: Developing Skills and Techniques in the Performing Arts

In this component students work on acting out scenes from an existing scripted play to a live audience. Students will take part in workshops and classes where they will develop technical, and practical skills through rehearsing and performing. Throughout this process, they will review their own progress and consider how to make improvements. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable in any chosen career path.

Component 3: Responding to a Brief

Students will work in a small group to create a live performance which is based on a relevant topic. They will be given information that outlines what the performance should be about and asks them to consider their target audience. Students will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative ideas to an audience. The performance skills they will use will vary depending on the content of the work, the venue and target audience. The work may involve improvisation, vocal work, movement techniques or include audience participation. The group performance may involve some solo or small-group work or it may be an ensemble piece.

Exam Board:

Pearson

Course Title:

**BTEC Tech Award Level 1 / 2
Performing Arts (Acting Pathway)**

Course Code:

603/7054

Specification:

Pearson Tech Award 7054

Why study Performing Arts?

This course is ideal for students that love to perform and learn best through collaborative practical work. It is a nationally recognised qualification which provides a choice of routes into further education. It is suitable for those who have a real interest in Drama and Theatre and for those who wish to develop their personal, presentational and evaluation skills. Experienced actors have some advantage but students with little previous experience can develop the skills to succeed if they are prepared to perform play texts and devised theatre to an audience, to apply themselves fully with complete commitment and produce work to tight deadlines. Students will need to be able to learn lines.



Performing Arts (continued)

Assessment Structure:

Component 1: Exploring the Performing Arts

What's assessed:

Investigate how professional performance is created by exploring three different plays or styles of drama. Demonstrate an understanding of the skills, techniques and approaches used by professionals to create performance work.

How it's assessed:

Teacher assessed: Video evidence of practical explorations and Report Log -evidence of research findings on three different plays or styles of theatre performance.

30% of overall marks

Component 2: Developing Skills and Techniques in the Performing Arts

What's assessed:

Learners will develop their performing arts skills and techniques through the process of rehearsing and acting out a scripted play.

How it's assessed:

Teacher assessed: Video evidence of practical rehearsals and performance and student logbook evaluating their own skills and outlining their progress.

30% of overall marks

Component 3: Responding to a brief

What's assessed:

Learners will create their own play, based on a given current topic, with a specific audience in mind. Their practical exploration will develop from their initial ideas, through a process of rehearsing, then performing and finally evaluating a live theatre performance that they have devised and performed to a selected audience.

How it's assessed:

Externally assessed: Video evidence of practical rehearsals, the final performance and three separate written controlled assessments covering the student's initial ideas and contributions, their development through the rehearsal process and an evaluation of the final performance.

40% of overall marks

Exam Board:

Pearson

Course Title:

**BTEC Tech Award Level 1 / 2
Performing Arts (Acting Pathway)**

Course Code:

603/7054

Specification:

Pearson Tech Award 7054

Additional Information:

This course will be assessed during Yr 10 and Yr 11 through teacher assessment and the 40% externally assessed exam, which enables students to spread their workload out throughout the course, rather than sitting a single written paper at the end of Yr 11.

The value and benefits of Drama and the skills learned are transferable far beyond a profession in the theatre.

A Drama background is a valuable qualification for all employers looking for co-operative, reliable and creative employees.

All candidates will develop strong interpersonal and communication skills. This course provides a foundation for students wishing to progress to Level 3 qualifications in Performing Arts or Theatre Studies and for those wishing to pursue a career in the theatre or related industries such as television, film or events management.

PLEASE NOTE: This course has a theory element and involves academic study. You must also commit to compulsory after school rehearsals and theatre visits.

NCFE LEVEL 1/2 TECHNICAL AWARD IN MUSIC TECHNOLOGY

Who is this qualification suitable for?

The Level 1/2 Technical Award in Music Technology is designed for learners who want an introduction to the music technology industry that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the music technology industry or progress onto further study.

This qualification will promote the learner's understanding of:

- the place of music technology within the music business
- hardware components and software functions of a digital audio workstation (DAW)
- the use of DAW software to produce musical projects
- how music is composed through study and analysis of musical elements
- analysing the developments in musical styles enabled by technology
- selecting and applying musical elements to create stylistically appropriate musical outcomes
- using sound creation in different forms of media
- applying sound creation to achieve an outcome
- planning and undertaking multitrack recording and mixing
- using recording equipment to capture and store multitrack audio recordings



Exam Board:

NCFE

Course Title:

NCFE Level 1/2 Technical
Award in Music Technology

Course Code:

603/7008/7

DRAFT Specification:

[NCFE 603/7008/7](#)

Student Requirements:

Interest & experience in using a DAW (Garageband; Logic; Fruityloops; Cubase; etc).

Enjoy making and creating music.

Able to play an instrument or willing to learn. (Singing/ Rapping is also acceptable)

Able to work independently and show initiative.

Complete music Theory Pack stage 1. (By the start of the September)

Which subjects will complement this course?

The following subject areas will complement this course:

film studies / media studies / music / computing /
economics and business / science / maths

[More Info](#)

BUSINESS STUDIES GCSE—EDEXCEL

Why choose Edexcel GCSE Business?

We've listened to feedback from all parts of the business subject community, including teachers, subject associations, professional bodies and higher education. We've used this opportunity of curriculum change to redesign a qualification that is engaging and inspiring, and which reflects the demands of a truly modern and evolving business environment – a qualification that enables your students to develop as commercially minded and enterprising individuals and helps them to succeed in their chosen pathway.

Theme 1: Investigating small business (*Paper code: 1BS0/01)

Written examination: 1 hour and 45 minutes 50% of the qualification 90 marks

Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business (Paper code: 1BS0/02)

Written examination: 1 hour and 45 minutes 50% of the qualification 90 marks

Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Exam Board:

EDEXCEL

Course Title:

BUSINESS STUDIES GCSE

Course Code:

Specification:

TBC



STATISTICS GCSE—EDEXCEL

Why choose Edexcel GCSE Statistics?

We have listened to feedback from all parts of the mathematics and statistics subject community, including users of statistics within higher education and students of GCSE Statistics. We have used this opportunity of curriculum change to redesign a qualification which will enable your students to acquire transferable skills to support them in progressing beyond GCSE in a range of subjects. At the same time, this qualification retains many familiar features which have contributed to the popularity of our GCSE Statistics.

Paper 1 (*Paper code: 1ST0/1F and 1ST0/1H)

Written examination: 1 hour and 30 minutes
50% of the qualification 80 marks

Content overview

1. The collection of data
2. Processing, representing and analysing data
3. Probability

Exam Board:
EDEXCEL

Course Title:
STATISTICS GCSE

Course Code:

Specification:

TBC

Paper 2 (*Paper code: 1ST0/2F and 1ST0/2H) Written examination: 1 hour 30 minutes 50% of the qualification 80 marks

Content overview

1. The collection of data
2. Processing, representing and analysing data
3. Probability

