



SAINT MARTIN'S
Catholic Academy

Year 8 Options Booklet



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Welcome to our Year 8 Options Booklet

This booklet is designed to inform you, as a parent /carer and your child as a Year 8 student, about the courses on offer and the curriculum options available at Saint Martin's from September 2023.

Our Key Stage 4 curriculum is based on a 3-year model. With the expansion of content in all Key Stage 4 courses, a three year time span allows teachers to develop and secure deeper learning of knowledge and skills. This extended time will enable our students to fulfil their potential at GCSE.

It is advised that you read, and study carefully, the information in this booklet, on all of the subjects available, to find out, as much as possible, about the options available which your child may choose. Family involvement is crucial to the process and, along with our staff at school, provides a positive and supportive network for our students.

It is important to consider which subjects will offer the greatest opportunity for success, reflecting strengths, interests and future career pathways. All of the courses offered require determination, dedication and enthusiasm. Please be aware that this is a serious commitment undertaken, by your child, for the duration of the 3-year GCSE course.

Many A level, vocational courses, T Levels and apprenticeships need specific GCSE qualifications so it is a good idea to research these before choosing your GCSE subjects. Visit the websites of colleges and 6th Form Centers, local and further afield, to garner an understanding of what subject areas to pursue. If you are thinking of embarking on an apprenticeship, further information on course requirements can be at www.apprenticeships.gov.uk

Please ensure that you have access to your child's Go4Schools report as this will allow subject teachers to answer any GCSE related questions you may have. Should you require a more in-depth discussion about your child's progress please feel free to contact the school office at any time.

At the back of this booklet there is a Student Options Choice Practice Form. The final choices made will be submitted via the school website in the coming weeks. Students will receive guidance on this stage of the process nearer the time.

As part of the Year 8 Options process students can access subject Taster Sessions to help them decide on their Options. These videos and a copy of this booklet are available on the school website:

www.saint-martins.net

This is a really important time in the development of our Year 8 students' futures. I wish all of you good luck in your choices and I know that, with hard work, persistence, self-confidence and organisation, you will succeed.



Mr C Wright
Principal

Option Choices Pathways

At Saint Martin's Catholic Academy we want to help you to choose the most appropriate combination of courses to follow at Key Stage 4. We are very much aware of the importance of offering our students an appropriate blend of subjects. We are keen to continue our support for all students by offering a range of accreditation, but also by increasing the variety of activities to enhance the in depth study of a subject.

The Russell Group of Universities (a collaboration of 20 leading UK universities) are not only interested in the results that pupils achieve at GCSE and A Level, they are increasingly expecting pupils to have breadth of study as well as rigour in what they study. This generally means they consider the traditional academic subjects such as those included in the English Baccalaureate as more appropriate for entry to their universities.

Reasons for Choice

It is important that you have a clear view of your strengths and weaknesses. As you mature, you are likely to have a better idea of the subjects you wish to study and the career you wish to pursue in adult life. Think carefully in choosing your subjects from the options list and take note of the following points:

- **Current Progress**

Consider carefully the subjects you are successful in and where your skills are readily apparent. Examine your recent report, does this match your impression of your ability in each subject? List the subjects where you are most successful.

- **Personal Preferences**

Some subjects are likely to be more attractive to you than others. You may enjoy their content or the skills that you have developed in them. Do not be influenced by whether a subject is taught by a particular teacher, as this is not an appropriate approach to making choices that may affect your whole future. Likewise, do not choose a subject because your friends have also chosen it as it is important you make up your own mind.

- **Career**

You may have little idea of the career that you wish to follow when you leave Saint Martin's Catholic Academy, or alternatively even if you are sure at the moment, you may then change your mind later. It is obviously very important that your choice should not be so limiting as to prevent a change of ideas at a later stage. If you do have firm ideas of a career, you should check the entry requirement carefully. Keep your options open and maximise your potential career choices.

Where to Get Help

Discuss your choices fully with your parents/carers.

Ask advice from subject staff or your Tutor. Seek information on the level, content, teaching method and assessment of the course. Mrs Tones is our Careers expert, she will give advice to any pupils who need it.

GCSE English Language and Literature, Mathematics, Science, and Divinity are taken by all students. Additionally, you will select further GCSE subjects and / or vocational pathways that best suit your academic ability, preferences and aspirations. Support is available to help some students achieve the highest grades possible.

Option Choices Pathways

Pathway Selection Procedure

GCSE English Language and Literature, Mathematics, Science and Divinity are taken by all students. Additionally, pupils will choose a further three GCSE or alternative subject options. There are three Pathways, students will follow the Pathway most appropriate for ensuring their academic success at GCSE. Most pupils will follow Pathway 1, a few will be selected to follow Pathway 2 and a small number will follow Pathway 3. You and your child will be notified in advance if they are not on Pathway 1.

Pathway 1 (Most Pupils)

- **Spanish** (*or French, see criteria on page 7)
- **History or Geography**
- **Free Choice**

Pathway 2

- **History or Geography**
- **Free Choice**
- **Free Choice**

(Pupils will be informed if they are on Pathway 2)

Pathway 3

Some pupils will need additional support to ensure success by the end of Year 11. We will create a bespoke programme of study and liaise with parents and pupils directly if this is the case.

Broad & Balanced Choices

It is important that students options choices offer a broad and balanced curriculum. We suggest students avoid choosing combinations of subjects which are too similar.

Reserve Choices

This year we will offer students a free choice of options. We will optimise those so that most students will get their preferred choices.

It is anticipated that all options offered will run. However, in the event of insufficient numbers of students selecting an option, this may not be possible. In this case, students will be offered their reserve options.

Option Choices Pathways

Why study a Modern Foreign Language?

Studying a Modern Foreign Language gives pupils insight into culture and knowledge that enrich a pupil's wider educational experience. In addition, research shows that on average, people who have studied a foreign language earn 5% - 20% more than those who don't.

The government want to encourage as many students as possible to take a modern foreign language. It is now government policy that by 2022, 75% of students will have taken a GCSE in a language. This will rise to 90% by 2025. Schools are required to comply with this policy.

At Saint Martin's, Spanish and French are offered, and all Pathway 1 students will study a language. The language that pupils will study at GCSE will be the same as the one they have been studying from Year 7. As a result, Spanish will be the predominant language this year.

**Please note that there will be a French GCSE group but French places will only be offered to those who decide to study two languages (dual linguists) or those who have a compelling reason to just study French. These might include being a French native speaker or having close family relatives living in a French speaking country where they might travel and use the language on a regular basis. We will look at any request on a case-by-case basis and taking into consideration the places available.*

Any student wishing to take French as an option must first discuss their suitability for the course with both their language teacher and Mr Rousseau (Head of MFL).

History and Geography

Nearly all students will take either History or Geography. These subjects are considered fundamental to our understanding of who we are as human beings, both historically and within the world in which we live. This is why they are a part of the English Baccalaureate and part of the suite of subjects considered most important to study.

Triple Science

All student at Saint Martin's will study double Science until Year 11. At that point, students suitable to take the 3 Sciences as separate GCSEs will be offered the opportunity to do so. Not doing Triple Science does not prevent students from accessing A Levels in the Sciences.

Further Maths GCSE

The Level 2 certificate in Further Mathematics will be offered to Year 11 students in top set during Year 11. This provides a taste of content at A Level. Students offered this option in Year 11 will get 2 GCSEs in Maths.

OPTION SUBJECT CHOICES

Art and Design

Business Studies

Computer Science

Construction

Dance

Design Technology

Drama

Food Preparation and Nutrition

French

Geography

Health and Social Care

History

Music

Physical Education

Spanish

Travel and Tourism

Where can my Options choices take me?

We believe that supporting all of our students through their GCSE pathway choices is important and that this support can come from several sources. Students may have little idea of the career that they wish to follow when they leave Saint Martin's Catholic Academy, or alternatively even if they are sure at the moment, they may then change their mind later. It is very important that their choice should not be so limiting as to prevent a change of ideas at a later stage. If they do have firm ideas of a career, they should check the entry requirements carefully. Keep their options open and maximise their potential career choices.

As parents and carers, you are able to talk with your son or daughter about the possible subjects- you know them well and will already know the subjects they enjoy. Look at the information provided in this booklet and use it to inform these discussions.

Thinking ahead is important- what could your son or daughter's post 16 choices be? A clear aim at 16 can improve prospects of GCSE success. The choices should allow you to show off your skills and abilities to potential employers and further education providers. Do they give you the ability to achieve your best potential and allow you to enjoy the subjects you choose? The next three years should not only see an academic improvement, but positive personal development as well.

Every subject that you study at school can lead to a variety of different career paths. Some are obvious, for example, you study Drama to become an Actor, or Construction to become a builder, but some are not so obvious. The below table gives some examples that you may not have thought of.

Subject	Careers
Art & Design	<i>Illustrator, Teacher, Art Therapist</i>
Business	<i>Estate Agent, Market Researcher, Retail Buyer, Social Media Manager</i>
Computer Science	<i>Cybersecurity, Computer Game Development, Digital Forensics</i>
Construction	<i>Architect, Civil Engineer, Plumber, Carpenter, Plasterer</i>
Dance	<i>Choreographer, Dance Teacher, Community Arts Development, Dance Therapist</i>
Design & Technology	<i>Engineer, Designer, App Developer</i>
Drama	<i>Stage Manager, Set Designer, Drama Therapist</i>
Food Preparation & Nutrition	<i>International Aid/ Development Worker, Animal Nutritionist, Health Improvement Practitioner</i>
Geography	<i>Conservation Officer, Social Researcher, Tourism Officer, Meteorologist</i>
Health & Social Care	<i>Private Nanny, Phlebotomist, Midwife</i>
History	<i>Journalist, Librarian, Politician, Archaeologist, Researcher, Gallery/Museum curator</i>
Modern Foreign Languages	<i>Interpreter, Tour Manager, Marketing Executive, Journalist, Lawyer</i>
Music	<i>Music therapist, Session musician, Arts administrator</i>
PE	<i>Sport Bio mechanist, Sport Psychologist, Performance Analyst</i>
Travel & Tourism	<i>Actor, Kids/Holiday Club Worker, Events Co-ordinator, Hotel Manager, Finance Officer, Travel Agent, Coach Driver, Airline Steward, Ski Instructor</i>



As part of the Year 8 options process, all students will have had the opportunity to explore Xello - the online careers platform that we use at Saint Martin's. Xello puts the student at the centre of their career planning experience. Students build self-knowledge, explore post-secondary options, create plans, and continually reassess as they take in new knowledge, skills, and experiences. You and your child can explore Xello together using their unique login details that they have been provided with. Please go to <https://login.xello.co.uk/> or contact Mrs Tones, Careers Leader for help logging on.

Help Page—Definitions and Websites

What is a GCSE?

GCSE stands for General Certificate in Secondary Education. It is a qualification that is recognised and valued by schools, colleges and employers alike. The qualification involves studying the theory of a subject, combined with some investigative work. Some subjects may also involve practical work.

GCSE grading

compared to the old A* - G grading system.

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div><div><div>4 = C</div><div>and above</div><div>and above</div></div><div><div></div><div></div></div></div> <div><ul style="list-style-type: none">■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.■ The bottom of grade 1 will be aligned with the bottom of grade G.</div>									

Help Page—Definitions and Websites

Useful websites for course providers:

OCR	www.ocr.org.uk
AQA	www.aqa.org.uk
Edexcel	www.edexcel.uk
WJEC	www.wjec.co.uk

<http://kudos.cascaid.co.uk>

- *Online careers programme for students*

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

- *Careers information in general, job profiles, CV builder*

<http://russellgroup.ac.uk/informed-choices/>

- *Section entitled 'Pre-16 Qualifications and University Entry'*



You can help yourself in the following ways...

- *Work hard.*
- *Be kind, charming and polite at all times.*
- *Be organised.*
- *Memorise your knowledge organisers.*
- *Attend regularly and punctually.*
- *Read. Research shows that students who read regularly and widely are far more successful than those who read less.*
- *Always bring the right uniform, kit and equipment.*
- *Enjoy what you are doing.*
- *Try to keep off of Social Media, there is a significant link between use of Social Media and poor mental health.*
- *Support yourself with other items such as dictionaries and revision guides, by researching past papers, YouTube and researching your topic and planning / preparing for the next one.*
- *Although hobbies and outside interests are very important, don't take on too much on that will interfere with prep, homework or your learning.*

What do I need to do now?

- Read the information about all the courses.
- Watch the information videos about each course, find them on the school website.
- Choose the best combination of options that suits you.
- Talk with your Parents /Carers.
- Talk with your Teachers to make sure you are making the best choices.
- Fill in the **Options Choices Practice Forms** at the back of this booklet.
(The actual choices will be entered online via the school website).

PLEASE NOTE: Every effort will be made to accommodate all Options Choices, and to run courses as shown, however this is dependent on take-up numbers. You will need to have considered one or two reserve choices in case your first choice is not possible.

Remember, most importantly, if you have any questions, please ASK!

Good luck!

Notes

Core Subjects

Students will study all of the subjects in this section



This GCSE course allows students to explore a variety of beliefs and issues, analysing a range of related religious, philosophical, ethical and secular ideas in the process.

Head of Department

Mrs M Mulcrow

Qualification

GCSE

Examination Board

EDUQAS

Exam

GCSE Religious Studies Route B

Assessment

Foundational Catholic Theology 37.5%

Applied Catholic Theology 37.5%

Judaism 25%



Benefits of Study

This course encourages students to:

- adopt an enquiring, critical and reflective approach to the study of religion.
- enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion.
- reflect on and develop their own values, opinions and attitudes in light of their learning.

Course Outline

Component 1

Foundational Catholic Theology is delivered through the study of two themes Origins and Meaning and Good and Evil.

Component 2

Applied Catholic Theology is delivered through the study of two further themes Life and Death and Sin and Forgiveness.

Component 3

Engages learners in a systematic study of living Judaism. Candidates will learn about the beliefs and teachings AND practices of Judaism as a living world faith.

Progression

It would be a mistake to think that a GCSE in Religious Studies is only useful if you want a religious job - the ability to understand and communicate with people who hold religious beliefs is essential to many jobs which involve interacting with the public.

Academically, as well as enabling students to explore more philosophically their own spirituality, the course tests and develops reasoning and evaluative skills which are so important to many A Level and degree courses (such as Theology, Law, Politics, Sociology and Philosophy).

All students will be entered for both GCSE English Language 8700 and English Literature 8702.

Benefits of Study

English is an invaluable qualification for your future. No matter what you are aiming for, a good command of the spoken and written word will benefit all your other GCSE subjects. At GCSE level, you will further develop your skills of reading, analysing and writing texts, and speaking and listening. Your reading will cover a wide range of fiction, poems and plays which were written both in the twentieth century and beforehand. You will also study a variety of non-fiction texts and a Shakespeare play as well as forms of media such as newspapers, advertisements and web pages.

Head of Department
Mrs E Smart

Qualification
GCSE

Examination Board
AQA

Exam
GCSE English Language 8700

Assessment
100% Written Examination

Course Outline

Paper 1

Explorations in Creative Reading and Writing

A written exam: 1 hour 45 minutes (50% of GCSE)

Section A: Reading—answering four questions based on one literature fiction text.

Section B: Writing—one extended writing question on descriptive or narrative writing.

Paper 2

Writers' Viewpoints and Perspectives

A written exam: 1 hour 45 minutes (50% of GCSE)

Section A: Reading—answering four questions based on one contemporary non-fiction text and one nineteenth Century non-fiction text.

Section B: Writing—one extended writing question to present a viewpoint.

Progression

GCSE English Language is a basic requirement at Grade C or above (Currently, the proposal is that grade 5 will be the new grade C equivalent). Following your GCSE studies, you can progress to a range of post-16 course including A Level English.

Looking ahead to degree level, it is clear that crucial life-skills are sharpened on such courses. IT, writing, and independent thinking skills, are developed as well as the ability to assimilate and evaluate relevant information in constructing an argument. These are key skills in complex organisations, greatly sought after in the world beyond study. Most pathways will look for a GCSE English Language qualification.

As well as securing places at Further or Higher Education institutions, GCSE English Language is a pathway into careers such as Journalism, Engineering, Police Force, Armed Forces, Beauty Industry, Law, Architecture, Retail, Horticulture and Agriculture to name a few.



All students will be entered for both GCSE English Language 8700 and English Literature 8702.



Head of Department
Mrs E Smart

Qualification
GCSE

Examination Board
AQA

Exam
GCSE English Literature 8702

Assessment
100% Written Examination

Benefits of Study

English Literature develops students' enthusiasm for Literature by using a skills-based approach to study. It is a unit-based, flexible course, which is assessed by exams.

Course Outline

Paper 1

Shakespeare and the 19th-century novel (1 hour 45 minutes) 40%

Section A: Shakespeare:-to answer one question on a chosen Shakespeare play.

Section B: The 19th-century novel:- to answer one question on a 19th-century novel.

Paper 2

Modern texts and poetry (2 hours 15 minutes) 60%

Section A: Modern texts—one question.

Section B: Poetry—one question from a pre-seen anthology of poems.

Section C: Unseen Poetry—one question comparing two unseen poems.

Progression

Following your GCSE studies, you can progress to AS and A Level courses including English Literature, English Language or combined Language and Literature. English Literature A Level is often regarded more highly by Russell Group universities than Language. When looking ahead to degree level, the breadth of study combined with training in communication, equips learners with skills relevant to a wide variety of careers: public administration, local government, the civil service, art institutions and social services; advertising, journalism, publishing, creative industries and public relations; education, legal work, business, banking and retail; human resources, charities and campaigning. Employers greatly value the high-level skills acquired by studying an English Literature degree which may be broadly summarised as critical thinking, analysis and communication.

The new specification of GCSE Maths is graded on a 9 to 1 scale, where Grade 4 is roughly equivalent to the previous Grade C, the established acceptable pass.

There will be more and more difficult content, with Grades 8 and 9 being more difficult than the previous A*.

Foundation Level GCSE will carry Grades 1 -5 and will provide a broad base knowledge of theoretical and real-life mathematics useful in life and in the workplace.

Higher Level GCSE will carry Grades 4-9 and will provide a more in-depth experience of mathematics as a basis for further study in mathematics and other subjects. It is envisaged that most Saint Martin's students will attempt the Higher-Level GCSE.

All Set 1 students will be given the opportunity to study for a qualification in Further Mathematics providing their mock grade is 7 or above. This is a level 2 Qualification designed to prepare the most able students for A Level Maths.

Benefits of Study

Mathematics is fundamental in all areas of life and work. We all need at least some basic understanding of Mathematics. The following are careers that use/require Mathematics:

- Builder
- Plumber
- Teacher
- Business and entrepreneur
- Banking and Accountancy
- IT/Computing
- Engineering Sciences

Head of Department

Mr N Cassidy

Qualification

GCSE Foundation or Higher

Examination Board

AQA

Exam

GCSE Mathematics 8300

Assessment

3 x 1.5 hour Papers

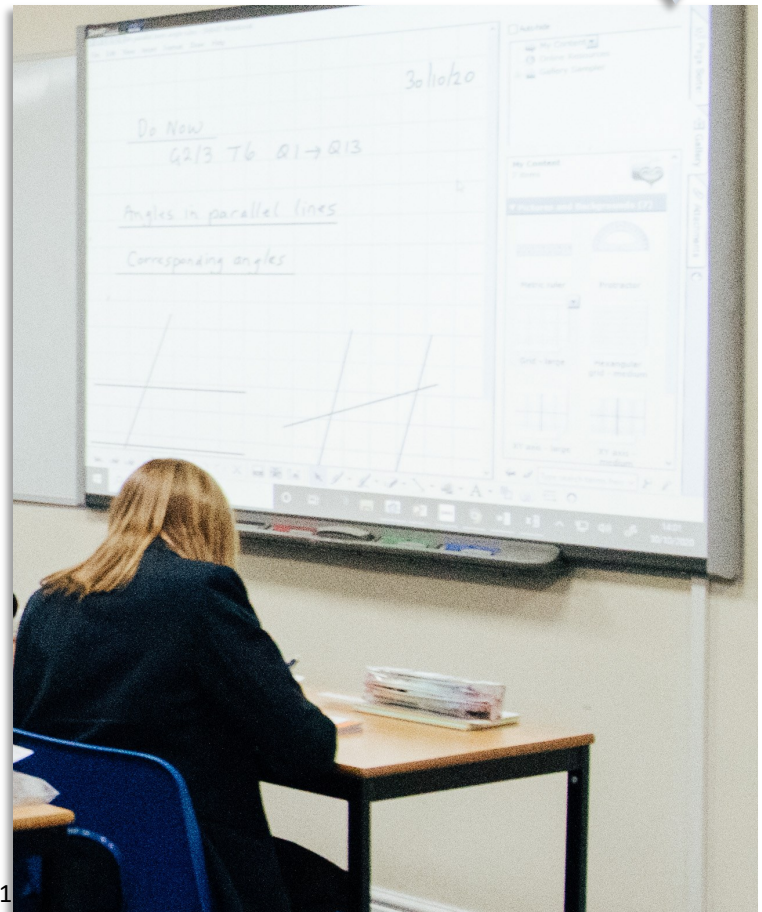
Course Outline

The course contains six key areas:

- Number
- Algebra
- Geometry
- Ratio and Proportion
- Statistics
- Probability

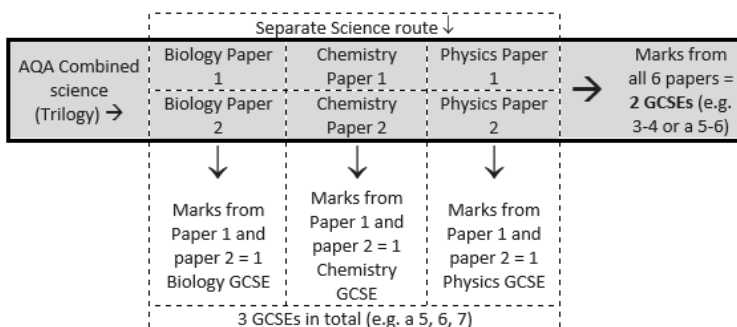
Progression

Mathematics is a basic requirement at Grade 5 for many employers or for moving into Further Education and Training. In its own right, Mathematics provides much of the basis for A Level study in Chemistry, Biology, Physics, Geography, Mathematics, Further Mathematics, Business Studies and Economics, as well as being required for many vocational qualifications and in subjects such as IT/Computing, Engineering and Accountancy.



In year 9, students embark on their science GCSEs by having 3 science lessons per week covering 3 subjects: biology, chemistry and physics. In year 10, the number of lessons increases to 6 per week, and students will have 3 different teachers delivering each of the 3 sciences in tandem. The majority of students will take 'AQA Combined science (Trilogy)', which allows 2 GCSEs to be awarded, ranging from grades 9-9 to 1-1. Most further education providers will allow students to study science at A level based on high grades from two sciences (combined science is valid).

The combined science course is assessed by completing 6 examinations in year 11, two for each science and are 1hr15min long. The sum of the marks over all 6 exams is used to give the final double GCSE grade. The course is also divided into 2 tiers: higher and foundation, of which higher tier can award grades ranging from 4-4 to 9-9 with foundation grades ranging from 1-1 to 5-5. A good pass is considered a grade 5-5, and for the majority of students that need a grade 5-5, the foundation tier is the most suitable option. For those needing 6+, then the higher tier is the most suitable choice. Tier decisions are made towards the end of year 10.



Head of Department
Mr J Molloy

Qualification
GCSE

Examination Board
AQA

Assessment
100% Written Examination

Progression

For students wishing to study science at A level, grade 6-6 are usually required from colleges and sixth forms, so combined science is suitable.

For the students who have a deeper interest and want to excel in this subject, separate science (also known as triple science) can be an option. Separate science returns 3 individual, and independent, GCSEs for each of the sciences, however, this course is more demanding because it covers the content of 3 GCSEs over the same number of lessons per week as those sitting combined science. The 6 examinations are also more challenging and the extra content of the course means their duration is 1hr45min. Students wanting to take this course require excellent Maths and English skills, as well as a love for the subject.

Benefits of Study

AQA Science is a GCSE course designed to engage students' interests at every level by providing relevant and inspiring academic content, practical opportunities to undertake scientific enquiry and learn about the scientific process. Students will have opportunities to develop the following skills:

- The knowledge and understanding to pose, define and solve scientific questions and problems
- An understanding of the continuously evolving relationship between science and society
- Communication, literacy and numeracy skills in a scientific context
- Planning skills, including the management of risk
- Investigative skills, including the collecting, selecting, processing and analysing of secondary data to provide evidence

Course Outline

Biology—Cell biology , Organisation , Infection and response, Bioenergetics , Homeostasis and response, Inheritance, variation and evolution , Ecology

Chemistry—Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry , Chemical changes, Energy changes, The rate and extent of chemical change, Chemistry of the atmosphere, Organic chemistry, Chemical analysis, Using resources

Physics—Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter

Options Subjects

Students may choose to study the following subjects, depending on their Pathway



This GCSE course is designed to bring Art and Design to life and to help students develop their artistic skills, improve their knowledge and expand creativity. The possibilities for personal expression are endless and can lead to a range of design based careers such as Illustration, Graphic Design, Web Designer, Fashion, Furniture Designer and many more.

Benefits of Study

Art & Design is both a form of communication and a means of expression for ideas and feelings. Students will build on the knowledge and skills mastered at KS3 to become proficient artists, able to draw and paint realistically and eventually design their own art work with imagination and self-expression. Students will improve their understanding of art history and well as their practical skills, powers of observation and analytical ability.

Head of Department

Miss E Bray

Qualification

GCSE

Examination Board

OCR

Exam

Art & Design 'Fine Art'

Assessment

Controlled Assessment 60%
Practical Exam 40%

Course Outline

Unit 1: Art and Design Portfolio

For this unit students need to produce a portfolio of work showing their personal response to either a starting point, brief, scenario, or stimulus such as 'Portraits' which will be devised and provided by the Art Department. The portfolio is presented as continuous controlled assessment tasks carried out in year 10.

The course aims to encourage visual and aesthetic awareness through practical skills.

Students will be required to develop the following:

- show a personal response to a given theme
- record from direct observation, and draw with accuracy
- acquire and use the appropriate technical skills in order to communicate well in visual forms
- work independently to organise your time effectively
- select, research, analyse and communicate relevant information
- develop intuitive and imaginative abilities
- show that they are aware of cultural, historical and environmental influences in art

Unit 2: Art and Design OCR-set Task

For this unit, a number of starting points are provided by the exam board as a terminal task, completed in Year 11. From these, one must be selected, upon which to base their personal response. Students must produce a portfolio of preparatory work such as research, planning and developed ideas to support the creation of a final piece of artwork during the 10 hour supervised sessions.

Progression

The course is good preparation for progression to A Level in Art and Design and a range of design courses and careers, such as Graphic Design, Textiles and Photography.



In an increasingly dynamic and competitive world, knowledge of business activity is an important part of the survival kit for any modern student. This is an exciting, yet demanding course that enables you to explore real business situations and understand the role of the entrepreneur and business in today's diverse society.

You will gain an insight into the main areas of business and will analyse local, national and international organisations. You will also be encouraged to think like entrepreneurs in order to participate in realistic problem solving and decision making.

Benefits of Study

You will become critically aware of current affairs and the cultural diversity of business and society.

You will acquire knowledge which will support important life decisions such as buying a house; taking out a loan; applying for a credit card or overdraft; and calculating how much tax you will pay. It will develop you as a critical and reflective thinker.

You will develop skills of investigation, analysis and evaluation and the ability to make informed judgements.

It will equip you with the knowledge required to run your own business.

It will support the development of your literacy and numeracy skills.

You will gain an insight into how businesses operate and the psychology of consumer behaviour which influences marketing activity.

You will understand the impact that ethical and environmental issues have on business and society.

You will learn how to effectively manage people and change; something that will support any future career whether in business or not.

Course Outline

You will study 6 topics over the 3 years, all of which are assessed through 2 written exam papers. Each paper is 1 hour 30 minutes and worth 50% of the qualification. The exam papers include extended written responses and a minimum of 10% of the total marks are for **explicit application of maths skills**.

Business 1: Business Activity, Marketing and People

Business 2: Operations, Finance and Influences on Business

Subject Leader
Mrs R Armishaw

Qualification
GCSE

Examination Board
OCR

Exam
GCSE Business Studies J204

Assessment
Written Exam 100%



Progression

Many students who study Business at GCSE go on to study if further at A Level or equivalent, e.g. BTEC. However, Business is the just the first step on the route to a wide variety of further qualifications. The next stage for some students may be to progress onto an Economics A Level or equivalent. Beyond this, Business students may aspire to degrees and eventual careers in Law, Accountancy, Politics, Journalism, Teaching, Sport/Fashion Management, Sociology and, of course, Business or Economics. Although studying Business is not a guaranteed route into becoming a business owner and making a million, it does equip students with the knowledge required to run their own business and compete in such a dynamic and fast changing world.

Computing and Computer Science have changed all of our lives in ways that were unimaginable only ten years ago. Developments in Artificial Intelligence have led to cars that can almost drive themselves, “chat bots” that are capable of producing works of literature indistinguishable from a human author and helped scientists make huge gains in medicine and medical research.

Benefits of Study

Developments in technology, whilst creating great opportunity and success for some, have created new ethical and moral dilemmas for the next generation. Who is to ultimately to blame when an automated vehicle crashes? Will there be a time when AI is dangerous or sentient? What if we create the technology to accurately reproduce a human brain? These questions and more will have to be considered and decided upon in coming decades.

Closer to the current day, more and more jobs are being created which require an understanding of computing and associated technologies. As a country, the UK has moved to a “knowledge based economy” meaning fewer and fewer jobs rely on manual skills and more on the ability of a workforce to create and operate new computer based systems. You only need to look at a self service checkout in a supermarket to see this in action.

There is currently a huge shortage of computing literate workers in our country and the demand for employees with programming, development and computer aided design skills is only growing. It has never been more important for students to be equipped with the skills necessary to meet this demand.

Subject Leader

Mr D J Senior

Qualification

GCSE

Examination Board

OCR

Exam

GCSE Computer Science J277

Assessment

Written Exam 100%

Course Outline

The Computer Science course offers an excellent introduction to many of the main current fields of study in Computing. You will learn about how a computer works, down to the circuit level and how simple logic based on yes or no decisions can be combined to create unimaginably powerful systems. There are a broad range of topics to study including:

- Networks and how the internet works
- The history of computing and how computers are designed
- Legal, moral and ethical issues surrounding the use of computers
- Logic and number systems
- How data is stored, transmitted and converted from real world form into something a computer can process and understand
- Computer programming

There are two exams that assess all topics in the GCSE, both 1 hour and 30 minutes each.

Progression

An understanding of Computing and Computer Science is essential to so many potential career pathways that they would be too long to list here. There are the obvious routes to further study of computing, for example:

- Computer Science degree
- Games designer
- Cyber security researcher
- Programmer / App designer
- Web developer
- Digital forensics / police investigation work

Outside of pure Computer Science, a qualification in this subject would help in careers based around:

- Engineering
- Product design
- Financial services or investment banking
- Renewable energy
- TV, Film and Media
- Medical research and development

The course aims to broaden your knowledge and understanding of the construction and the built environment. **Construction is a Vocational Subject.**

Benefits of Study

- You will develop knowledge and understanding of processes, terminology and technology used in Construction and the built environment.
- You will learn about the tools and materials used by carpenters and joiners and about the potential health and safety hazards associated with carpentry and joinery, you will carry out risk assessments, all of which are essential skills relevant in today's construction industry.
- You will gain understanding of clients needs and develop skills in responding to building design briefs and sketches that consider construction constraints.

Course Outline

The course involves a degree of practical work associated with aspects of the construction industry and you will be required to make a timber products using a selection of different tools and processes.

You will also be taught to :

- Understand the structural performance required for low-rise construction
- Understand the work of the construction industry
- Understand tools , materials and equipment used in carpentry and joinery
- Develop practical skills using safe techniques to produce a timber product specified by the exam board
- Use mathematical techniques to solve construction problems
- Understand the effects of forces and temperature changes on construction materials

Assessments will be carried out through the use of an externally marked examination, assignments and externally set projects.

This qualification is currently under review by the exam board and may subsequently change.

Head of Department
Miss E Bray

Subject Leader
Mr T Del Busso

Qualification
BTEC

Examination Board
Pearsons Edexcel



Progression

This programme is designed for you to gain a nationally recognised qualification and offer you a choice of career routes into the construction industry.

BTEC Construction shows you have many study skills integral for progression into a high quality apprenticeship, A Levels or other Post 16 pathway including Level 3 BTEC or NVQ's, and into employment.

GCSE Dance offers performance, choreographic, leadership and analytical opportunities. Students who opt for Dance must enjoy the practical discovery and physical mastery of physical theatre and dance.

Benefits of Study

GCSE Dance will develop your ability to engage in different types of dance, and to develop your involvement in physical activity as part of a healthy, active lifestyle. You will be able to develop knowledge and understanding of a range of dance styles through the process of performing.

Course Outline

The GCSE Dance course is split into 3 units. Each unit will require you to focus on a different area of the specification.

Performance—30% of GCSE

Set phrases through solo performance (approximately one minute in duration)

Duet / Trio performance (three and a half minutes in duration)

Choreography—30% of GCSE

Solo choreography (two minutes in duration)

Group Choreography with 2 to 5 dancers (three minutes in duration)

Dance Appreciation—40% of GCSE,

Written Exam

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

Head of Department

Mr S Issitt

Subject Leader

Miss C Harris

Qualification

GCSE

Examination Board

AQA

Exam

GCSE Dance 8236

Assessment

Practical 60%

Theory 40%



Progression

GCSE & A-level Dance can lead to Sixth Form BTEC National Award, Certificate or Diploma in Dance. It can also lead to a wide range of career opportunities in the Performing Arts Industry.

Please be aware, students who opt for the Dance pathway will be required to attend rehearsals, perform at events and attend theatre trips. Although GCSE Dance can lead to careers in the performing art industry it offers a wide range of transferable skills that can be utilised in many career choices.

Design and Technology is a subject that will develop thinking leading towards invention and design innovation to design and make prototypes that solve real and relevant problems.

DESIGN & TECHNOLOGY

Head of Department
Miss E Bray

Subject Leader
Mr T Del Busso

Qualification
GCSE

Examination Board
WJEC

Exam
Design and Technology

Assessment
Practical 50%
Theory 50%

Benefits of Study

Design & Technology helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques. It develops students interdisciplinary skills and the capacity for imaginative and innovative thinking.

Course Outline

During the course students will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics. They will also develop their understanding of systems, programmable components and mechanisms to support any potential design solutions for the assessed project in Unit 2.

Assessment will be as follows:-

Unit 1: Design and Technology in the 21st Century

Written examination: 50% of qualification

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of one area selected from:

- engineering design
- fashion and textiles
- product design

Unit 2: Design and make task

Non-exam assessment: approximately 30 - 40 hours 50% of qualification

A sustained design and make task, based on a contextual challenge set by the Examination Board, assessing candidates' ability to:

- identify, investigate, analyse and outline design possibilities
- design and make prototypes and evaluate their suitability for purpose



Progression

Design and Technology links to all other subjects of the curriculum and is a stepping-stone to a whole range of opportunities such as Product Design or more industry-based courses such as Construction or Engineering. Employers in any related industry value this GCSE qualification in Resistant Materials for its grounding of the design process in the technical and theoretical dimensions of the course.

The ability to design creatively and produce quality products for specific needs is a much sought after skill in all areas of design and manufacture. Designers and manufacturers influence everything we use on a daily basis and, with technology, this continuously evolves.

Students wishing to study Drama at GCSE need to be willing to take part in extra curricular activities such as school plays and concerts along with students studying other Performing Art subjects at Saint Martin's; Music and Dance.

Benefits of Study

- Saint Martin's redesigned drama curriculum for KS3 takes our students from the origins of theatre in ancient Greece and Rome to the morality plays of the Middle Ages, the Renaissance, and the golden age of Elizabethan theatre. Our new chronological approach from Year 7 ensures that students have a thorough grounding in drama before their GCSE study begins in Year 9. From the first lesson of the GCSE course, students will learn about the development of theatre over time, its rich history, and the influence of the practitioners of the past on modern theatre and practice. They will learn about Shakespeare's world and experiment with dramatic conventions of the Jacobean period before moving on to study, and explore through practical approaches, the theatre of the 19th century, the Theatre of Ideas, and the advent of modern theatre that often railed against both the conventions of the past and the political and social oppression at the time of writing.
- Drama is all too often side-lined, pigeonholed as a purely practical subject that lacks academic rigour, yet alongside the many opportunities for creativity and experimentation with theatrical styles, forms and techniques through the ages, sits detailed and robust exploration of performance texts (such as *The Lord of the Flies* and *An Inspector Calls*) that perfectly complement the study of English and English Literature GCSE's. With over 70% of drama GCSE marks awarded to written work, it is an excellent choice to accompany English as it not only aids students' understanding of texts but develops and hones their written and vocal expression.

Course Outline

Component 1, Devising: Having studied the conventions, forms, styles of theatre through time and developed their use of performance skills, students will be armed with the knowledge and expertise to develop their own devised performance. The process and evolution of the piece will be documented in individual portfolios that will be marked by teachers and moderated by examiners.

Component 2, Performance from a Text: Students will perform two key extracts from *The Lord of the Flies* (a theatrical adaptation of Golding's novel, and one to which he gave his seal of approval).

Performances will be assessed by an external examiner.

Component 3, Theatre Makers in Practice: For this component, students first study *An Inspector Calls* through the lens of a performer, designer, and director before moving on to watch and evaluate a live theatre performance. Both elements are assessed through a final written exam in Year 11.

Head of Department
Mrs E Smart

Subject Leader
Mr M King

Qualification
GCSE

Examination Board
Edexcel

Exam
GCSE Drama 2DR01

Assessment
Component 1: 40%
Devising

Component 2: 20%
Performance from text

Component 3: 40%
Theatre makers in Practice

Progression

Communication is at the heart of drama, and our students learn to communicate with confidence via scripted and devised performances, using the vocal and physical performance skills they have learnt to move the hearts and influence the minds of their audience. Shakespeare famously wrote that 'All the world's a stage'. Our aim is for our students to develop the knowledge and confidence that will allow them to play any and many roles, not just in performance spaces but in life. Whilst drama GCSE is an excellent springboard into A Level Drama and performing arts courses, it is also the perfect grounding for the extensive range of professions where communication, presenting and working collaboratively and creatively are important.

Enhanced Learning is compulsory for all Pathway 3 students. It offers additional hours of study for all the core subjects—English, Mathematics and Science.

Benefits of Study

Government policy clearly highlights the importance of gaining the benchmark grade in these subjects at GCSE level in order to continue on to further qualifications. Any students that do not achieve this grade by the end of Year 11 will be expected to re-take the GCSE exam until they do (or are over 18 years of age). Hence it is of great importance that those considered at risk of not reaching this vital benchmark obtain additional support in order for them to secure that Grade 5 at the earliest possible opportunity (Year 11). **As such, these lessons will be mandatory for any student who may struggle to achieve a grade 4.**

This course is targeting

- Those who may benefit from additional study time spent on English, Mathematics & Science
- Those who may struggle with the workload of three option choices
- Those who are on course to attain a Grade 4 or below in English, Mathematics and / or Science at GCSE (students who are on course to attain a Grade 4 may benefit from these lessons as they should help ensure that they do actually reach this key, extended benchmark)

Support will be tailored to the needs of the individual student



Curriculum/Subject Leader

Mrs E Smart, Mr N Cassidy & Mr J Molloy

Qualification

To support GCSE English, Mathematics and Science

Examination Board

See English, Mathematics and Science

Exam

See English, Mathematics and Science

Assessment

Assessed in English Language, Mathematics and Science

English Language:

To support GCSE English Language (AQA specification).

In these lessons, students will be given specialist teaching and support for their GCSE English qualifications. They will also have additional tuition to support their understanding of the set texts for the Literature component of the exam.

Mathematics:

The course will target support to help students achieve a GCSE in Mathematics (AQA 8300). The lessons will follow the Mathematics course syllabus and will allow students the opportunity to:

- Ask additional questions or gain clarification on areas in which they are having difficulty.
- Gain additional practice in the module they are studying at the time.
- Improve their Mathematics in all areas by constant reinforcement of basics/essential knowledge.
- Have access to additional exam practice.

Science:

Enhanced Learning in Science will target support to help students achieve a GCSE in Science (AQA).

This will involve:

- Additional practise for Maths skills used in Science.
- Improve Scientific knowledge in all areas by constant reinforcement of basics/essential knowledge.

The Food Preparation and Nutrition GCSE is an exciting, interesting and creative course which focuses on the theoretical content of: nutrition, health, food science alongside development of practical cooking skills. The course will ensure students develop a deep understanding of nutrition, food provenance and the working characteristics of food materials. Students will also learn about British and international culinary traditions and about food security and food safety. At the heart of the qualification is a focus on developing high levels of knowledge alongside practical cookery skills and also a strong understanding of both nutrition and the science behind food.

Course Outline

Benefits of Study

Food Preparation and Nutrition will enable students to develop many desirable skills that both employers and universities seek. Primarily students develop their practical cookery skills through making a wide variety of recipes and practicing key culinary techniques alongside developing these skills students will develop their communication, teamwork, problem solving and analytical skills. The course will help students develop an understanding of the future of food, the role it plays within society and how as consumers we have the power to make moral and ethical decisions that can make a difference. Students will need to

show that they are able to be fully organised and manage their time, be highly efficient, work continuously on different aspects of coursework and show commitment to a rewarding subject.

You will be assessed in **two units**:

Unit 1: Written examination: worth 50% of the qualification. This consists of a **1 hour 45 minute** written exam taken in the summer term of Year 11 on the Principles of Food Preparation and Nutrition. This is broken down into two parts:

- Section A: 20 marks - Multiple choice questions on course content
- Section B: 80 marks - 5 questions varying between long and short length answer questions.

Unit 2: Two Non – exam assessments (NEA's)

• **NEA 1** – Food Investigation Assignment 15%:

Students will conduct experiments on a given brief and write a report on their understanding of the scientific principles that underpin the preparation and cooking of food. This is completed between September to November of Year 11 as the brief of this assignment won't be released before then.

• **NEA 2** – Food Preparation assessment 35%:

Students will plan, prepare, cook and present a three course menu within 3 hours. A detailed 20 page written portfolio including research, planning, nutritional analysis, costing and evaluations are produced as part of this work. This second piece is completed from November the 1st in Year 11, when the brief is released by the exam board and will take 20 hours class time to complete. This will include the 3 hour final assessed practical and subsequent evaluation. Students will be required to commit to staying for Intervention support sessions afterschool on a regular basis in Year 11 in order to ensure timely completion of this work to a high standard. Parental support is essential in ensuring success on this course.

Progression

Food Preparation and Nutrition can be a stepping stone to a number of rewarding careers not just those directly linked with the food industry. It can also help to support applications to a wide range of further education courses such as Food Science, Product Development, Food and Nutrition, Sports Science, Midwifery and Nursing, Medicine, Dietetics, Catering and Hospitality, Food Journalism and PR, Food Styling and Photography, Food Retail, Environmental Health and The Food Standards Agency. It is a good contrast to other 100% exam based subjects, as you can work throughout the year towards your grade.

Head of Department
Miss E Bray

Subject Leader
Mrs S Robinson

Qualification
GCSE

Examination Board
AQA

Exam
Food Preparation and
Nutrition 4545

Assessment
Exam 50%
Assessment 50%

The purpose of studying French is to enable students to understand and to develop their ability to communicate in French, whilst learning about the culture of French-speaking countries in the wider world. **French at GCSE is an EBacc subject.**

Benefits of Study

Learning a foreign language allows you to communicate effectively with people from around the globe, which is a skill increasingly in demand in the modern world. Studying foreign languages also enhances your understanding of English and enables you to become an accomplished linguist. Greater opportunities for study, travel and employment open up to you. GCSE language studies will complement other areas of the curriculum.

Course Outline

Students will continue to develop their language skills in the 4 target areas: Listening, Speaking, Reading and Writing.

Topics covered will include:

- Identity and Culture
- School
- Local Area and Holidays
- Work and Future Plans
- International and Global Affairs

Examinations in Listening, Reading, Speaking and Writing are taken at the end of Year 11.

Head of Department
Mr N Rousseau

Qualification
GCSE

Examination Board
Edexcel

Exam
1FR0

Assessment
Examinations in Listening, Reading, Writing and Speaking each worth 25% of the total mark.

Progression

GCSE French offers a suitable progression onto A Level and facilitates the study of other languages in the future, especially at university and beyond.

Many employers worldwide also demand a language qualification to at least GCSE level, and this often leads to improved employment and salary prospects.



This GCSE course will inspire students to become global citizens, giving them an opportunity to explore their place in the world, their values and their responsibilities to other people.

Geography is an EBacc Subject.

Head of Department

Mr M Van Bergen

Qualification

GCSE

Examination Board

AQA

Exam

AQA A Linear 8035

Assessment

3 Examinations as outlined

Benefits of Study

With engaging and topical content that is a stimulating blend of tradition and contemporary, Geography students have the opportunity to develop:

- communication skills
- graphical and cartographical skills
- technological skills including for example, ICT and Geography Information System (GIS)
- interpersonal skills through debate and discussion
- related literacy and numeracy skills
- entrepreneurial skills and awareness of career possibilities

Course Outline

Method of Assessment:

There are three examinations, all at the end of Year 11, There are no Controlled Assessments or Coursework in this subject.

Paper 1:

Physical Geography— 35% GCSE, 90 minute exam, 88 marks (inc. 3 SPAG)

Topics: Natural Hazards (tectonics, tropical storms, extreme weather in the UK, climate change), Physical Landscapes in the UK (coasts, rivers), Ecosystems (tropical rainforests, hot deserts).

Paper 2:

Human Geography— 35% GCSE, 90 minute exam, 88 marks (inc. 3 SPAG)

Topics: Urban Issues and Challenges (growth of urbanisation, urban planning, sustainable living), The Changing Economic World (the development gap, cultural and social change, employment patterns), Resource Management (distribution and management of food, water and energy, the demand and management of resources).

Paper 3:

Geographical Issues and Fieldwork — 30% GCSE, 75 minute exam, 76 marks (inc. 6 SPAG)

Topics: Fieldwork based on the above topics and an exam to test the knowledge of how to carry out fieldwork and analyse data.

Progression

Geography is a useful, broad qualification showing a range of skills and values which employers and universities value; it incorporates and combines elements of both Arts and Sciences with wide-ranging skills providing varied and flexible career opportunities. Common destinations include Law, Banking and Finance, Accountancy, Business, Journalism, Teaching, Tourism, Conservation and Academic Research.

This course will be suitable if you have an interest in health and social care, and how it impacts on people.

Health & Social Care is a Vocational Subject.

Benefits of Study

This course actively encourages students to understand various aspects of the health, social care and early-years sectors.

It examines issues which affect the nature and quality of human life including an appreciation of equality, diversity and rights.

In studying this course for 3 years, students will have explored the following:

- Investigating and evaluating a range of health care services and organisations.
- Promoting health and wellbeing
- Researching the different work and contributions of various professionals in the health and education sectors.
- Developing communication and interpersonal skills, and self-confidence.
- Becoming more self-reliant and better organised as the course progresses.
- Developing skills to be increasingly more mature and independent at work.

Course Outline

Students must complete three units:

R032—Mandatory

Principals of care in health and social care settings

R033—Mandatory

Supporting individuals through life events

R034—Optional

Creative and therapeutic activities

OR

R035—Optional

Health promotion campaigns

Progression

This course of study equips students to enter the world of work or to progress into further education to 'A' Level and degree standard. Gaining this qualification demonstrates a range of transferable skills valued by various employers. Especially in a career in a health care or an educational setting.

Subject Leader

Mrs S Moore

Qualification

Technical Award

Examination Board

OCR

Exam

Level 1/2 Cambridge National Certificate in Health and Social Care

Assessment

Combination of Written Examination and Internal Assessment



Studying history helps us understand and grapple with complex questions and dilemmas by examining how the past has shaped (and continues to shape) global, national, and local relationships between societies and people. **History is an EBacc Subject.**

Benefits of Study

History is highly regarded by educational establishments and employers alike. It develops the transferable skills they want! Such as communication and writing skills, argument construction, research & problem solving, investigation techniques as well as analysis and interpretation. It teaches you how and why the world came to be whilst dealing with the big issues e.g. racism, power, war, politics, discrimination and terrorism.

Students studying History will gain:

- The skills to explore and analyse the most exciting events that have ever happened to Humankind.
- The ability to examine and evaluate evidence whilst assessing continuity and change overtime.

Learn to:

- Evaluate how individuals have been able to topple entire regimes.
- Question and interrogate why events have been interpreted in certain ways.
- Polish and improve the ability to present information in precise, balanced and persuasive ways.

Head of Department
Mr R Law

Qualification
GCSE

Examination Board
OCR

Exam
Modern World History A

Assessment
3 Examinations as outlined



Course Outline

The History GCSE will now cover topics:

- from three eras: Medieval (500-1500), Early Modern (1450-1750) and Modern (1700-present day).
- on three timescales: short (depth study), medium (period study) and long (thematic study).
- in three geographical contexts: a locality (the historic environment), British and European.

Therefore there will be 5 key units of work over the 3 years:

- 1 x Thematic study: Power, Monarchy & Democracy C. 1000-2014
- 1 x British depth study: The English Reformation C.1520-1550
- 1 x Non-British depth study— Germany 1925-1955: The People and the State
- 1 x Period study: International relations C. 1918-1975
- 1 x Study of the historic environment: Castles, form and function C.1000-1750

Progression

The strengths of History as a qualification lie in the possibilities and opportunities it opens up. Employees and educational establishments will appreciate the variety of transferable skills provided through study of the subject; chiefly the ability to understand and analyse issues and events to a high level of competence. Success in the subject provides students with the ability to express their views and opinions (both oral and written), to put forward well-researched ideas and arguments in a concise manner, to investigate and assess a variety of materials, and to organise such material in a logical and coherent way. The list of careers that studying History gives you is endless.

Students wishing to study Music at GCSE need to be willing to take part in extra curricular activities such as school plays and concerts along with students studying other Performing Art subjects at Saint Martin's; Drama and Dance.

Head of Department
Mrs L Furniss

Qualification
GCSE

Examination Board
OCR

Exam
Music J536

Assessment
Integrated Portfolio (30%)
Practical component (30%)
Listening and Appraising (40%)

Benefits of Study

OCR's GCSE (9–1) in Music will provide a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising.

Students are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge.

This specification will enable students to explore performance and composition with a focus on their own instrument and genre choices and offer opportunity to explore new instrumental skills. Through the various genres, styles and eras contained in our Areas of Study they will explore musical context,

musical language, and performance and composition skills.

OCR's GCSE (9–1) in Music is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. Students will have the opportunity to explore instruments and Areas of Study depending on their personal preference and ability.

Course Outline

During the course, students will experience a variety of engaging and useful musical activities which will give them a deeper understanding of the mechanics of music and the many ranging genres surrounding it. Time will also be given for students to focus on their own instrument and to develop their solo and ensemble performance skills. The course is outlined as follows:

Integrated portfolio – 60 Marks (30% of qualification) -Performance on the student's chosen instrument, Composition to a brief set by the learner.

Practical Component – 60 Marks (30% of qualification) -Ensemble performance, Composition set to an OCR brief.

Listening and Appraising – 80 Marks (40% of qualification) -A written paper which lasts 1 hour and 30 minutes and tests aural recognition and context of music from within Areas of Study 2, 3, 4 and 5.

Area of Study 1 – My Instrument

Area of Study 2 – The Concerto Through Time

Area of Study 3 – Rhythms of the World

Area of Study 4 – Film Music

Area of Study 5 – Conventions of Pop

Entry Requirements—An ability to play an instrument is essential. Music grades are advantageous though not mandatory.

Progression

Music qualifications are highly regarded by Colleges of Further Education and employers alike, as musicians are trained to work methodically and to be self-disciplined. Students may wish to use GCSE Music as a basis for further study; such as AS/A2 Music or a BTEC course based on performing arts. Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, learners who are awarded mainly grades 3–1 at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Learners who are awarded mainly grades 9–4 at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.



The GCSE Physical Education course will give students a good understanding of the principles behind physical activity. Students will cover a range of theoretical topics gaining a greater understanding of how to live and maintain a healthy, active lifestyle.

To study GCSE PE...

Students must and have a desire to learn more about the human body in sport and exercise, students will find GCSE Physical Education exciting, informative and stimulating. In order to be successful on this course students will need to:

- Be academic, especially competent in English, Maths and Science, particularly in Biology.
- Have a good understanding of how the mind & body responds to exercise.
- Compete outside of school in at least one team and individual sport.
- Understand that you will be assessed on practical ability but assessment is heavily weighted towards your theoretical ability to answer extended writing, short answer and multiple-choice questions.



Head of Department

Mr S Issitt

Qualification

GCSE

Examination Board

Edexcel

Exam

GCSE Physical Education 1PE0

Assessment

2 Written Exams (60%)

Controlled Practical Assessment (30%)

Personal Exercise Programme (10%)

Course Outline

The course is split into 4 components;

Component 1: 1hour 45mins EXAM worth 36% of overall GCSE grade. Topics include anatomy and physiology, movement analysis, physical training and use of data.

Component 2: 1hour 15mins EXAM worth 24% of overall GCSE grade. Topics include health, fitness and wellbeing, sports psychology, socio-cultural influences and use of data.

Component 3: Practical Performance, moderated on 3 sports, each sport equates to 10% of overall GCSE grade. One individual, one team and one from either category—30% of your total grade.

Component 4: Coursework - worth 10% of overall GCSE grade. The purpose of this component is to assess students' ability to plan a Personal Exercise Programme to improve performance and evaluate its effectiveness, essentially becoming a Personal Trainer.

Progression

As well as being the ideal preparation for A Level Physical Education course, GCSE PE allows possible progression to related vocational qualifications, such as BTEC Level 3 Sport and Exercise Science. The course develops key and transferable skills that employers are looking for and can lead to a wide variety of employment opportunities. These can include further training in such areas as sports science, psychology, nutrition and coaching.

Studying Spanish will be compulsory for all students following Pathway 1. The purpose of studying Spanish is to enable students to understand and to develop their ability to communicate in Spanish, whilst learning about the culture of Spanish-speaking countries in the wider world. **Spanish is an EBacc Subject.**

Benefits of Study

Learning a foreign language allows you to communicate effectively with people from around the globe, which is a skill increasingly in demand in the modern world. Studying foreign languages enhances your understanding of English and enables you to become an accomplished linguist. Greater opportunities for study, travel and employment open up to you. GCSE language studies will complement other areas of the curriculum.

Course Outline

Students will develop their language skills in the 4 target areas: Listening, Speaking, Reading and Writing.

Topics covered will include:

- Identity and Culture,
- School
- Local Area and Holidays
- Work and Future Plans
- International and Global Affairs

Examinations in Listening, Reading, Speaking and Writing are taken at the end of Year 11.

Progression

GCSE Spanish offers a suitable progression onto A Level and facilitates the study of other languages in the future, especially at university and beyond. Many employers worldwide also demand a language qualification to at least GCSE level, and this often leads to improved employment and salary prospects.

Head of Department
Mr N Rousseau

Qualification
GCSE

Examination Board
Edexcel

Exam
1SP0

Assessment
Examinations in Listening, Reading, Writing and Speaking each worth 25% of the total mark.



Tourism and travel courses will deepen your understanding about tourism as an activity, how the tourism industry is organised and developed, and how tourism influences society locally, nationally and globally.

Travel and Tourism is a Vocational Subject.



Subject Leader
Mrs L Glennon

Qualification
BTEC level 1/2 Tech Award

Examination Board
EdExcel

Assessment
Exam 40%
Internal Assessment 60%

Benefits of Study

The Award offers insight into an engaging and stimulating industry which offers employment at all levels of the career ladder in a huge variety of roles from performers to accountants, to sales or advertising and customer service to name but a few.

The award also includes developing many new skills for life , study and work.

The course involves study into the UK travel industry as well as international tourism . It also looks closely at the needs and preferences of customers and how you can meet those needs .

Topics include destination management , methods of transport, types of tourist attractions and accommodation as well as looking at the impacts of tourism , sustainability and responsible tourism or ECO Tourism.

Course Outline

Split into 3 components

Component 1: 30%.

Travel & Tourism Organisations & Destinations

Internally assessed tasks

Component 2: 30%

Customer Needs in Travel & Tourism

Internally assessed tasks

Component 3:

Influences on Global Travel & Tourism

Externally assessed written paper

Taken in January / February or May / June of Year 11

This course offers accreditation at level 1 (below GCSE) and Level 2 (GCSE standard) including distinction * which is a GCSE equivalent L8/9

Progression

Studying Travel and tourism will develop key skills and help prepare you for the world of work. You will become a more independent learner, an effective communicator , improve your ICT , research and

organisational skills. Many of these skills will benefit your other subjects at Key stage 4 here at Saint Martins , further study post 16 and any future career.

From here you can chose to continue to Level 3 qualification in Travel and Tourism , employment in the travel industry or combine the 2 with an apprenticeship where you earn while you learn.

All routes have the potential to lead to many exciting opportunities including foreign travel, meeting and helping people from all walks of life.

Student Options Choice Practice Form

Forename:	Surname:
Student Signature:	Parent / Carer Signature:

Pathway 1

Most pupils will follow Pathway 1. Pupils in this pathway will follow the English Baccalaureate route.
 They must choose at least one Humanities based subject e.g. History and/or Geography
 They must choose at least one language. Spanish and / or French *
 Their final choice will be from the remaining options subjects on offer in the last available block.

OPTION SUBJECT

Art and Design
Business Studies
Computer Science
Construction **
Dance
Design Technology **
Drama
Food Preparation and Nutrition
French *
Geography
Health and Social Care
History
Music
Physical Education
Spanish
Travel and Tourism

Fill in your
Options Choices below,
choose **ONE** subject

OPTIONS CHOICES

1	(Geography or History)
2	(Spanish or French *)
3	(Free choice)

RESERVE CHOICES

1	
2	

**French places are limited, please see criteria on page 7*

*** Dependant on numbers either Construction OR Design Technology will run.*

Notes

Student Options Choice Practice Form

Forename:	Surname:
Student Signature:	Parent / Carer Signature:

Pathway 2

Some Pupils will follow Pathway 2. We will inform you if this is the case.

Pupils in this pathway must choose one Humanities subject e.g. History and/or Geography.

They will then have two free choices from the remaining options. A Language is not mandatory within this pathway but is an option if students wish.

OPTION SUBJECT

Art and Design

Business Studies

Computer Science

Construction **

Dance

Design Technology **

Drama

Food Preparation and Nutrition

French *

Geography

Health and Social Care

History

Music

Physical Education

Spanish

Travel and Tourism

Fill in your
Options Choices below,
choose **ONE** subject

OPTIONS CHOICES

1

(Geography or History)

2

(Free choice)

3

(Free choice)

RESERVE CHOICES

1

2

* French places are limited, please see criteria on page 7

** Dependant on numbers either Construction OR Design Technology will run.

Notes

Student Options Choice Practice Form

Forename:	Surname:
Student Signature:	Parent / Carer Signature:

Pathway 3

Some pupils will follow Pathway 3. We will inform you if this is the case.

Pupils in this pathway will study the Enhanced Learning option (English, Maths and Science).

They will then choose at least one Vocational Option.

Their final choice can be from any of the remaining Options. A Humanities subject or language is not mandatory within this pathway but can be chosen if it is deemed a suitable choice by the respective department.

OPTION SUBJECT

Art and Design

Business Studies

Computer Science

Construction ** (Vocational)

Dance

Design Technology **

Drama

Food Preparation and Nutrition

French *

Geography

Health and Social Care (Vocational)

History

Music

Physical Education

Spanish

Travel and Tourism (Vocational)

Fill in your
Options Choices below,
choose **ONE** subject

OPTIONS CHOICES

1

(Enhanced Learning)

2

(Vocational Subject)

3

(Free choice)

RESERVE CHOICES

1

2

* French places are limited, please see criteria on page 7

** Dependant on numbers either Construction OR Design Technology will run.