



**YEAR 9**  
**OPTION CHOICES**  
**BOOKLET**  
**2022-23**

Examinations to be taken at the end of Year 11 in 2025



# A MESSAGE FROM THE HEADTEACHER

Dear Students and Parents,

The start of Year 10 marks the official beginning of Key Stage Four and a change in the way the curriculum is organised and subjects are taught. There are quite a few important choices to be made and over the next few weeks and you will make decisions on the optional subjects that will make up your total curriculum.

There is an expectation that all young people will stay in education or training until they are 18 and so the curriculum from Year 10 onwards must have opportunities for progression and continuity. Our aim is to ensure that all students are on courses that: -

- they know they can do well in
- are in subjects they enjoy studying
- reflect their interests and personal qualities
- help them to learn in the best way for each individual
- keep options open for the future.

## CORE SUBJECTS

All students will study the core GCSE subjects: RE, English, Maths, Science.

All students will also continue to do a general PE programme and Personal, Social and Health Education (PSHE).

In addition to the core curriculum, students will have three choices from Option subjects. These are a range of subjects, leading to either GCSE or BTEC qualifications and we will guide students towards appropriate choices and combinations of choices for them as individuals.

## ENGLISH BACCALAUREATE SUBJECTS

The English Baccalaureate is not a qualification in itself. It is a particular group of GCSE subjects looked on favourably by universities. You do not need to have studied all of these subjects to go to university but having your GCSE choices steered towards English Baccalaureate subjects will help to keep your options open. The Baccalaureate subjects are:

- English Language, Mathematics, Science (TWO SCIENCE QUALIFICATIONS NEEDED)
- Modern Foreign Language (French or Spanish) and a Humanity (Geography or History)

## OPTION CHOICES

We have always believed in providing a curriculum which is appropriate to each student. Some students will be best suited to studying mainly GCSE subjects which are assessed at the end of 2 years and where most of the assessment is through a written exam. Other students may be better suited to a mix of GCSE and vocational courses. Vocational courses are equivalent to GCSEs but their assessment is through continual coursework and an exam component. They are an excellent choice for students who wish to have a mix of assessment not just final exams.

The Options form will be available to complete on the Options evening (online and paper copy) and the deadline is Thursday 16<sup>th</sup> February.

It is unlikely that at this stage you will have definite career plans for when you leave school. It is important, therefore, to continue to follow a broad, balanced range of subjects so that you have all the necessary skills and qualifications when you come to make choices at the end of Year 11 and afterwards.

A very exciting and important phase of school life is about to begin. We hope that school and home can work together to provide the best possible opportunities that will help every single student realise their vocation in life and achieve their potential.

*E. O'Connor*





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## KEY STAGE FOUR

### Your Introduction to Key Stage Four Courses and Choices

In September 2023 you will be moving from Key Stage Three into Key Stage Four.

This is a very crucial stage in your education as you will be starting your two-year examination courses in Year 10. There will be some subjects which everyone takes. This is known as the **core curriculum**, you need to read through this section carefully.

The core curriculum subjects are: English Language (ALL students also do English Literature); Mathematics; Science; Religious Education, Core Physical Education and PSHE.

You will have a range of **optional courses**. The optional courses are full courses which take two years to complete. It is best to aim for a balanced set of subjects, considering what you are good at and your interest in different subjects.

You need to consider the choices carefully and thoughtfully, making sure you find out as much information as possible and then discuss it all fully with your parents, your tutor and subject teachers.

### MAKING CHOICES PROGRAMME

Thursday 19 <sup>th</sup> January	Year 9 Options assembly
Friday 20 <sup>th</sup> January	Year 9 Options booklet and letter distributed
Thursday 2 <sup>nd</sup> February	New subject assemblies
Friday 3 <sup>rd</sup> February	Pastoral session to support choices
WC 30 <sup>th</sup> January	Taster session fortnight
Monday 13 <sup>th</sup> February	Options Evening in school (5.30pm start)
Thursday 16 <sup>th</sup> February	Options form deadline

We hope to give as many of you as possible your first choice. If, in a few cases, we have to talk to you about different subjects, it will be because:

- not enough people have chosen the subject
- we believe that you have made a choice which is unsuitable for you

We will always discuss any changes with you and your parents. Once your choices are agreed, stick to them! When you start Year 10 you will soon settle down to the courses. Work hard and aim to be get the best grades you can.

If students are able to read, write and speak in another language there may also be an option for them to complete this in addition to their selected options. If this is the case, please write this on the Options form.





## OPTION CHOICES

Please note the final options form will be communicated in the coming weeks and handed out for students to complete. (The form below is an example of what this will look like)

### Core Subjects

All Students will study the following GCSEs:

- English, Maths, Science and Religious Studies

**Humanities Subjects** You must choose one of the Humanities subjects below; Geography or History.

<b>Humanities option</b>	Geography	History
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### EBACC Pathway

In order to complete the EBACC pathway you must either choose one of the 2 Language subjects below or, if your son/daughter speaks an additional language this may qualify for the language part of the EBACC route.

### Additional Option Choice

Please choose a subject in each column from the choices below. You will have a first choice and a reserve subject for each option. In each column write 1 for your 1<sup>st</sup> choice and 2 for your back up subject.

	Option 1		Option 2	
Language	French		French	
	Spanish		Spanish	
GCSE Subjects	Art		Business	
	Business		Computer Science	
	DT: Food and Nutrition		Media	
	DT: Paper and Boards		Music	
	DT: Timbers		PE	
	Drama		BTEC Sport	
	Photography		Creative iMedia ICT	
BTEC Subjects	Health & Social		Health & Social	





# OPTIONS FORM

In the example completed form below, the student would like to study Geography, then has selected Art from Block A and Business from Block B. If they cannot get those subjects then they have picked Timbers and Health and Social Care as there back up subjects.

There will also be the possibility to complete their Options form online. This will be emailed out to students on Monday 13<sup>th</sup> February.

## Humanities Subjects You must choose one of the Humanities subjects below

Humanities option	Geography	History
Place one tick in this row →	✓	

## EBACC Pathway

In order to complete the EBACC pathway you must either choose one of the 2 Language subjects below or, if your son/daughter speaks an additional language this may qualify for the language part of the EBACC route.

## Additional Option Choice

Please choose a subject in each column from the choices below. In each column, please choose a first preference and a reserve. Please indicate by placing a "1" for your first preference and a "2" as your reserve. We will always endeavour to allocate first choices but class sizes and viability of courses will affect this.

	Option 1		Option 2	
Language	French		French	
	Spanish		Spanish	
GCSE Subjects	Art	<b>1</b>	Business	<b>1</b>
	Business		Computer Science	
	DT: Food and Nutrition		Media	
	DT: Paper and Boards		Music	
	DT: Timbers	<b>2</b>	PE	
	Drama		BTEC Sport	
	Photography		Creative iMedia ICT	
BTEC Subjects	Health & Social		Health & Social	<b>2</b>

Signed (Student) \_\_\_\_\_

Signed (Parent) \_\_\_\_\_

Date \_\_\_\_\_





# THE CORE CURRICULUM

**English Language and Literature**

**GCSE** (*English Baccalaureate*)

**Mathematics**

**GCSE** (*English Baccalaureate*)

**Triple Science**

**GCSE** (*English Baccalaureate*)

**Religious Education**

**GCSE**

## Non-Examined Subjects

**Physical Education**

**(non-exam)**

**Personal, Social and Health Education**

**(non-exam)**

There will be a range of different PSHE subjects taught through dedicated sessions throughout years 10 and 11 building on understanding developed in years 7, 8 and 9. This programme includes aspects of E safety, health education, financial management, careers education and social skills. Careers Education, Independent Advice and Guidance and wider employment skills are also developed throughout these sessions.





# GCSE ENGLISH LANGUAGE & LITERATURE

For further information, please contact:  
[katie.aston@cncs.school](mailto:katie.aston@cncs.school)

**Exam Board: WJEC EDUQAS**

## AN INTRODUCTION TO THE COURSE

Students will draw upon a range of texts, from famous writers such as Shakespeare and Dickens as reading stimulus and will engage with creative, as well as real and relevant, contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage explorative enquiry into different topics and themes.

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

## WHAT THE COURSE INVOLVES

In GCSE English/Literature, students will learn to:

- Read a wide range of texts fluently, both literary and non-literary, and be able to make links between texts and contexts
- Read critically and perceptively, and be able to use knowledge gained from wider reading to inform and improve their own creative writing
- Develop the range and frequency of their reading habits
- Write accurately, effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of subject terminology, and linguistic conventions for reading, writing and spoken language

## HOW THE COURSE IS ASSESSED - 100% terminal assessment

### GCSE English Language

- **Component 1: 20th Century Literature Reading and Creative Writing Prose**  
Written Examination: 1 hour 45 minutes (40% of qualification)
- **Component 2: 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Reading and Transactional/Persuasive Writing:**  
Written examination: 2 hours (60% of qualification)
- **Component 3: Spoken Language**  
Non-exam assessment (unweighted)

### GCSE English Literature

- **Component 1: Shakespeare and Poetry**  
Written examination 2 hours (40% of qualification)
- **Component 2: Post 1914 Prose/Drama, 19<sup>th</sup> Century Prose and Unseen Poetry**  
Written examination: 2 hours and 30 minutes (60% of qualification)





# GCSE MATHEMATICS

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[alexander.hayes@cncs.school](mailto:alexander.hayes@cncs.school)

**Exam Board: AQA**

## AN INTRODUCTION TO THE COURSE

Mathematics is an important subject, not only for those students who require an examination qualification to satisfy the needs of employers, colleges and universities, but also in terms of the numerical and mathematical skills that are needed in everyday life.

Studying mathematics teaches you how to learn – to build up an understanding from basic principles, to build upon existing knowledge, to develop general concepts and to apply this general concept to specific examples. You learn to think logically, to ask questions and do thorough and rigorous investigations to answer them.

Mathematics is also fun, interesting and challenging in its own right. But the most important reason why GCSE mathematics is important is that to live a successful life in the modern world, you will need it every day.

## WHAT THE COURSE INVOLVES

All students study a Mathematics GCSE course in Years 9, 10 and 11 sit the GCSE at the end of Year 11. The course is made up of five areas of study:

- NUMBER which looks at topics like percentages, indices and standard form
- ALGEBRA which looks at topics like solving equations, plotting graphs, sequences and formulae
- RATIO, PROPORTION AND RATES OF CHANGE which looks at how variables are linked together
- GEOMETRY and MEASURE which looks at topics like angles, shapes and measurements
- STATISTICS which looks at topics like probability, averages, sampling and charts

Given changes to the national curriculum and the greater degree of content within the GCSE syllabus, greater time will be allocated to students in years 9 through to 11 to support them in preparing for the new examinations. There are still 2 tiers of entry (Foundation and Higher) for which students can work towards for assessment at the end of year 11.

## HOW THE COURSE IS ASSESSED

**Pupils sit three papers, the use of a calculator is allowed in two of these examinations. The tiers of entry are:**

<b>Tier:</b>	<b>Grades available:</b>
Foundation	Grades 1 to 5
Higher	Grades 4 to 9

**SUPPORT:** The pupils are given a login and password for Hegarty Maths and the Pixl Maths app. They are given support and assessment material to work through during the year and are given feedback related to the topics covered.





# GCSE TRIPLE SCIENCE

For further information, please contact:  
[nicola.shepherd@cncs.school](mailto:nicola.shepherd@cncs.school)

**Exam Board: AQA**

## AN INTRODUCTION TO THE COURSE

All assessment is by external examination. Pupils will receive three GCSE's, one for each Science (Biology, Chemistry and Physics). There will be six examinations in total with a variety of long and short answer questions. Pupils will also have been expected to carry out a number of required practical activities that may be included in the examination papers.

## WHAT THE COURSE INVOLVES

### 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, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, Using Resources

### Physics

Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic structure, Space Physics

## HOW THE COURSE IS ASSESSED

Pupils will sit a total of 6 exam papers, 2 exam papers for each science subject, each weighted at 50%. The papers are 1 hour 45 minutes each and will assess the following three assessment objectives:

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. 40% of assessment.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. 40% of assessment.

AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. 20% of assessment.

Tier:	Grades available:
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Foundation	Grades 1 to 5
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Higher	Grades 4 to 9
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There is overlap between the two tiers

## WHERE MIGHT THIS COURSE TAKE ME?

The skills and knowledge learnt will be invaluable in helping students to understand the effects of Science in everyday life. Triple science is an excellent way to prepare students for Science at A Level or Level 3 BTEC Applied Science. A levels and Level 3 BTEC Applied Science are required for a wide range of careers.





# GCSE RELIGIOUS EDUCATION

**Exam Board: EDUQAS**

## AN INTRODUCTION TO THE COURSE

The aims of the syllabus are:

- To stimulate interest in and enthusiasm for a study of two religions.
- To develop knowledge and understanding of the Roman Catholic tradition.
- To identify and promote exploration of and reflection upon, questions about the meaning and purpose of life.
- To develop skills relevant to the study of religion.
- To study the relationship between religion and society especially in the UK.

For further information, please contact:  
[alanna.nardiello@cncs.school](mailto:alanna.nardiello@cncs.school) or  
[natalie.minton@cncs.school](mailto:natalie.minton@cncs.school)

## WHAT THE COURSE INVOLVES

Students begin their GCSE in Year 9 and sit three examinations at the end of Year 11.

### Year 9: Component 3 Study of Religion Judaism

In this year students cover topics such as 'Believing in God' and 'Matters of Life and Death' as a precursor to exam content. This allows students to develop the knowledge and exam skills necessary in order to access the GCSE course. In addition, students will study Judaism in depth following component 3 of the Eduqas GCSE course. This area of study comprises a study in depth of Judaism as a lived religion within the United Kingdom and throughout the world.

There are two sections: Beliefs and Teachings; Practices.

### Year 10: Component 1: Foundational Catholic Theology

For this component learners will study two themes:

Theme 1: Origins and Meaning

Theme 2: Good and Evil

### Year 11: Component 2: Applied Catholic Theology

For this component learners will study two themes:

Theme 3: Life and Death

Theme 4: Sin and Forgiveness

## HOW THE COURSE IS ASSESSED - 100% terminal assessment

Students will sit 3 exams at the end of year 11

Component 1: 90 minutes – 90 marks +6 SPAG 37.5%

Component 2: 90 minutes – 90 marks +6 SPAG 37.5 %

Component 3: 60 minutes – 60 marks No SPAG 25%

## WHERE MIGHT THIS COURSE TAKE ME?

Religious Studies is a relevant qualification for many careers and future study such as: Medicine and health care professionals, uniformed services such as the Police, Army or the Fire Service. It is also a key course for those wishing to study or work in areas of social work, law and education. It is a highly academic and respected qualification that can lead to higher study.





# PHYSICAL EDUCATION

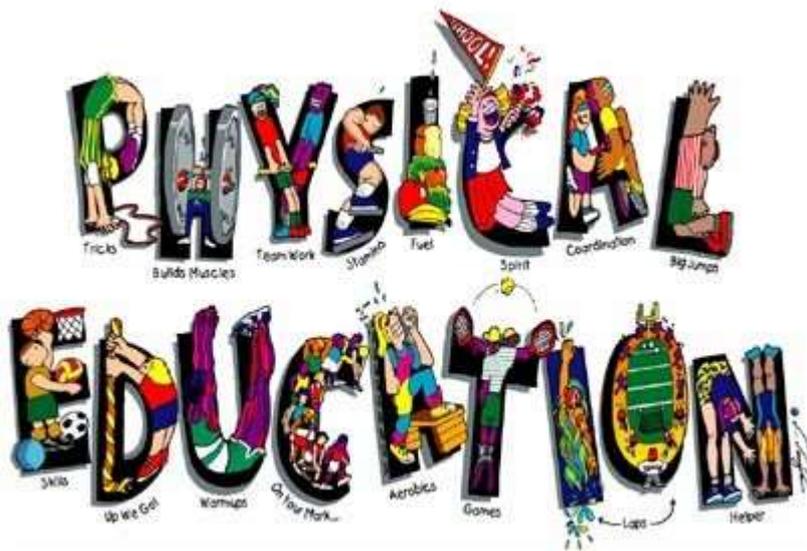
## AN INTRODUCTION TO WHAT THEY WILL STUDY (Non-exam)

Physical Education is one of the foundation subjects which is studied during Years 10 and 11 (Key stage 4). Year 10 is an important year in terms of (a) 'rounding off' the games element of the curriculum and (b) concentrating on health and fitness aspects.

A key focus is on strength and stamina, in the form of weight training, circuit training and also mobility/flexibility in the form of aerobics and exercise to music. One of the attractive features when students reach Year 11 is the opportunity for all to be able to opt for an activity which they either wish to pursue in greater depth or learn something completely new.

In Year 11 students may sample from a wide range of activities including those off-site e.g. golf. Students view this element as a really beneficial part of their Key stage 4 development and can see how it enables them to become lifelong healthy citizens.

Emphasis is placed on actively encouraging young people to participate in some form of physical activity during their leisure time and hopefully as a result develop an active well-rounded lifestyle.





## OPTION CHOICES

Over the next pages you will find information regarding the subjects for which you can choose. Some subjects qualify as GCSE and others as BTEC or Level 2. These are all weighted similarly but have slightly different grading and assessment systems.

### OPTION SUBJECTS:

- **GCSE Geography** *(English Baccalaureate)*
- **GCSE History** *(English Baccalaureate)*
- **GCSE French/Spanish** *(English Baccalaureate)*
- **GCSE Computer Science**
- **LEVEL 2 CAMBRIDGE NATIONALS Creative iMedia ICT Award**
- **GCSE Art & Design**
- **GCSE Art & Design (Photography)**
- **GCSE Business**
- **GCSE Drama**
- **GCSE Food Preparation & Nutrition**
- **GCSE Design & Technology: Papers & Boards (previously Graphic Products)**
- **GCSE Design & Technology: Timbers (previously Resistant Materials)**
- **GCSE Media**
- **GCSE Music**
- **GCSE Physical Education**
- **BTEC Level 2 Tech Award in Sport**
- **BTEC Level 2 Tech Award in Health and Social**





# GCSE GEOGRAPHY

For further information, please contact:  
[luke.miller@cncs.school](mailto:luke.miller@cncs.school) – Head of Geography

**Exam Board: EDEXCEL B**

## AN INTRODUCTION TO THE COURSE

Studying GCSE Geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. The course will deepen understanding of geographical processes, illuminate the impact of change and of complex people and environment interactions. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. Students have experienced and are being taught key geographical knowledge and case studies of Paper One: Global Geographical Issues in Y9 to strengthen their existing knowledge.

## WHAT THE COURSE INVOLVES

- Paper 1: Global Geographical Issues**  
Hazardous Earth (Climatic & Tectonic Hazards) (USA, The Philippines, Japan, Haiti).  
Development Dynamics – India  
Challenges Of An Urbanising World – Megacity Mumbai
- Paper 2: UK Geographical Issues**  
The UK's Evolving Physical Landscape – Geology, Glaciation, Coasts & Rivers.  
The UK's Evolving Human Landscape – Dynamic Cities: Birmingham & London  
Geographical Investigation – Fieldwork: Two **Compulsory** Geography Trips: **UK City:** Birmingham or London. **UK Coastline:** Hunstanton or Skegness.
- Paper 3: People & Environment Issues—Making Geographical Decisions**  
People & The Biosphere  
Forests Under Threat – Tropical Rainforest vs. The Taiga  
Consuming Energy Resources

## HOW THE COURSE IS ASSESSED

Students are studying the Edexcel B specification and will be assessed through a combination of short and longer extended writing questions. Paper One & Two contain 3 8-mark essay questions each, with the rest of the questions ranging from 1-4 marks. Paper Three contains 2 8-mark essay questions and one 12-mark decision-making question, with the rest of the questions ranging from 1-4 marks with a resource booklet to support students with knowledge of locations. In Paper Two, students must reflect on their fieldtrips, particularly the strengths and weaknesses of their fieldwork.

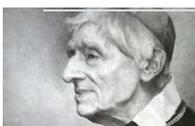
## FINAL EXAMINATIONS

3 examinations at the end of Year 11

Paper 1: Global Geographical Issues (Topics 1-3): 1hr 30-minute examination (/94)	37.5%
Paper 2: UK Geographical Issues (Topics 4-6): 1hr 30-minute examination (/94)	37.5%
Paper 3: People & Environmental Issues (Topics 7-9): 1hr 30-minute examination (/64)	25%

## WHERE MIGHT THIS COURSE TAKE ME?

GCSE Geography is a well-respected, flexible qualification which is becoming increasingly more popular in schools, as well as for employability purposes in fields such as education, commerce, trade, industry, transport, tourism and many public sector based jobs, with many transferable skills that are attractive to employers from the business, law and financial sectors of the workforce.





# GCSE HISTORY

For further information, please contact:  
[jackie.good@cncs.school](mailto:jackie.good@cncs.school)

## Exam Board: AQA

## AN INTRODUCTION TO THE COURSE

GCSE History aims to encourage an interest in the past and to show the links that exist between the past and the present day.

The skills which lie at the heart of the subject are useful not only in a wide variety of careers but also in everyday life. Students will develop their enquiry skills through studying historical evidence and discussions and debates reaching conclusions about the past not only on their own but also working with other students.

GCSE History is thought provoking, rewarding, relevant and fun. Lessons are delivered in a creative and challenging environment. GCSE History is a subject that is highly valued by colleges, universities and employers as students develop a variety of key skills.

## WHAT THE COURSE INVOLVES

The outline of the course is:

Paper 1: Understanding the modern world

Paper 2: Shaping the nation

### Subject content

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: Understanding the modern world

#### **Section A: Period studies:**

American, 1920-1973: Opportunity and inequality

#### **Section B: Wider world depth studies:**

Conflict and Tension: 1918-1939

### Paper 2: Shaping the nation

#### **Section A: Thematic studies**

Britain: Health and the People: c1000 to the present day

#### **Section B: British depth studies including the historic environment**

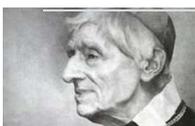
Elizabethan England, c1568-1603

## HOW THE COURSE IS ASSESSED

GCSE History students will sit 2 exam papers at the end of the course. There is no coursework in GCSE History.

## WHERE MIGHT THIS COURSE TAKE ME?

Law	Journalism	Museum/Gallery Curator	
Police	Librarian	Archaeologist	
Teaching	Government/Politics	Diplomacy	Gaming Design





## MODERN FOREIGN LANGUAGES GCSE FRENCH/SPANISH

**Exam Board: AQA**

*For further information, please contact:  
olga.cordero-nieto@cncs.school*

### AN INTRODUCTION TO THE COURSE:

#### Reasons to do a language

- Another language will always be useful, no matter what you do.
- In class, you get to study a wide range of topics all about different people and cultures, not just how to speak.
- You can start to watch films, listen to songs and read books in their native language - and understand them too!
- Languages mean business - being able to speak a language will make you really stand out – they're good for you!
- It's really impressive to be able to speak a foreign language. It's a real achievement that your friends will envy and employers will love!
- You can understand and talk to lots more people when you go abroad.
- Learning languages really improves your communication skills

### WHAT THE COURSE INVOLVES

The following areas of interest are covered:

1. Identity and Culture: my family and friends, technology and free time.
2. Local area, travel and holidays
3. My studies and school life.
4. Future aspirations, study and work.
5. Social and global issues.

### HOW THE COURSE IS ASSESSED

In both French and Spanish, we follow the AQA Specification.

There are 2 tiers of entry: Foundation and Higher. Each individual skill is weighted at 25% and they are all exam-based. Exams take place at the end of Yr11.

- LISTENING: Exam 25%
- SPEAKING: Exam 25%
- READING: Exam 25%
- WRITING: Exam 25%

### WHERE MIGHT THIS COURSE TAKE ME?

To improve your communication and presentation skills

- Universities value languages not only for the fact of being able to speak another language, but also because language learning develops a different type of thinking skills that will be useful in your future career.
- The "Russell Group" that represents 24 UK leading universities, consider Modern Foreign Languages one of the subjects that will open more doors and a qualification in MFL is valued by the admission tutors
- To develop advanced memory skills
- Careers wise: Marketing, Game design, Logistics, Journalism, Diplomacy, Banking, Teaching, International companies





# GCSE COMPUTER SCIENCE

For further information, please contact:  
[peter.chapman@cncs.school](mailto:peter.chapman@cncs.school)

**Exam Board: OCR**

## AN INTRODUCTION TO THE COURSE

Computer Science is the fourth Science option on the English Baccalaureate. It will enable students to develop their understanding of current and emerging technologies work and apply this knowledge and understanding to a range of contexts. From problem solving to programming code, computer science will produce a new generation of digital makers as opposed to digital users. Students will enjoy solving problems by producing program code and investigating computer systems.

## WHAT THE COURSE INVOLVES

Pupils will learn about and explore the effectiveness of computer programming and the impact that this has in today's society. The course gives a real, in-depth insight into how computer technology works. Pupils will be encouraged to understand and apply the fundamental principles and concepts of computer science including abstraction, decomposition, logic, algorithms and data representation. They will understand the impact of digital technology on the individual and wider society and will be encouraged to think creatively, innovatively, analytically, logically and critically.

## HOW THE COURSE IS ASSESSED

**Component 1: Computer Systems** 50% of total GCSE  
Written paper 1 hour and 30 minutes.

**Component 2 - Computational thinking, algorithms and programming** 50% of total GCSE  
Written paper 1 hour and 30 minutes.

### Practical Programming

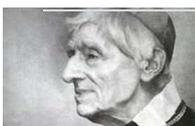
All students will undertake a programming task set by exam board, either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Students selecting this option must have a good grasp of mathematics (and therefore must be in either set 1 or 2 for maths with at least a 4+ (4a) in their KS2 SATS.)

## WHERE MIGHT THIS COURSE TAKE ME?

The course provides excellent preparation for higher study and employment in the field of computer science. Students who have taken a GCSE in Computing and who then progress to study the subject at A Level or university will have an advantage over others.

**Careers:** Software developer, games developer, programmer, cyber security, robotics, analyst, computer engineer, network engineer, database design.





## CREATIVE iMEDIA ICT AWARD

For further information, please contact:  
[peter.chapman@cncs.school](mailto:peter.chapman@cncs.school)

### Exam Board: OCR Cambridge Nationals L2

### AN INTRODUCTION TO THE COURSE

The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products. This is a course centre on the use of computers and software work on the creative side of the digital industry.

### WHAT THE COURSE INVOLVES

This qualification equips learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media. The qualification design, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

### HOW THE COURSE IS ASSESSED

**Unit R093: Creative iMedia in the media industry:** Pre-production skills. Students will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. This is an externally assessed unit.

**Unit R094: Visual identity and digital graphics:** Creating digital graphics. Students will develop their understanding of the basics of digital graphics editing for the creative and digital media sector. This will be assessed internally.

**Unit R097: Interactive digital media:** In this unit students will learn to design and create interactive digital media products for chosen platforms. They learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide them with the basic skills for further study or a range of creative and technical job roles within the media industry.

### WHERE MIGHT THIS COURSE TAKE ME?

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.





# GCSE ART & DESIGN

For further information, please contact:  
[claudia.windley@cncs.school](mailto:claudia.windley@cncs.school)

**Exam Board: OCR**

## AN INTRODUCTION TO THE COURSE

Art & Design at GCSE is the central course for the full range of careers and further study in the visual arts. We aim to develop student skills in a range of visual media from drawing and the traditional art media to digital photography and digital art creation. The creative industries represent significant career opportunities from architecture to game design and from fashion and textiles to photography. All of these seek GCSE Art skills as the basis for progression to study at degree level.

## WHAT THE COURSE INVOLVES

In Years 10 and 11 the GCSE Art & Design Course will consist of two assessed components. The Portfolio Project and the Exam Unit. Both units involve the students creating work in sketchpads in response to imaginative starting points. At the end of this work they will produce 2 or 3 dimensional final pieces of work.

Students will work in a variety of materials and styles including acrylic painting, sculpture and digital photographic techniques. In each unit students will keep a sketch-book of preparatory work. This will include drawings from observation, photographs, colour-studies, cuttings from newspapers, magazines and written notes.

## HOW THE COURSE IS ASSESSED

Each unit is assessed using the GCSE criteria so that students and parents can monitor progress over the two years. At the end of this period the candidates will submit a Controlled Assessment project and the marks are added to an examination mark to give the final grade.

## WHERE MIGHT THIS COURSE TAKE ME?

The Art and Design course is ideal for you if you are interested in architecture, fashion, interior design, illustration, printing/publishing, art teaching, gallery museum work, freelance designer, theatre set design, graphic design, technical graphics, fashion/textiles, design illustration, model maker, film/media, art direction, animation design and website design. You will explore your own creativity in many different ways preparing you for the business and commercial aspects of the creative industry.





# GCSE ART & DESIGN (PHOTOGRAPHY)

For further information, please contact:  
[claudia.windley@cncs.school](mailto:claudia.windley@cncs.school)

**Exam Board: OCR**

## AN INTRODUCTION TO THE COURSE

Art & Design Photography at GCSE is the central course for the full range of careers and further study in the visual digital arts. We aim to develop student skills in a range of digital photography and digital art creation. The creative industries represent significant career opportunities from architecture to game design and from fashion and textiles to photography.

## WHAT THE COURSE INVOLVES

Learners are required to work in one or more area(s) of Photography, such as those listed below. Combinations of these areas are also possible:

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image

The course consists of two assessed components. The Portfolio Project and the exam unit. Both projects involve students responding to imaginative starting points.

## HOW THE COURSE IS ASSESSED

Each unit is assessed using the GCSE criteria so that students and parents can monitor progress over the two years. At the end of this period the candidates will submit a Controlled Assessment project and the marks are added to an examination mark to give the final grade.

## WHERE MIGHT THIS COURSE TAKE ME?

The Art and Design Photography course is ideal for you if you are interested in architecture, fashion, interior design, illustration, printing/publishing, art teaching, gallery museum work, freelance designer, theatre set design, graphic design, technical graphics, fashion/textiles, design illustration, model maker, film/media, art direction, animation design and website design. You will explore your own creativity in many different ways preparing you for the business and commercial aspects of the creative industry.





# GCSE BUSINESS

For further information, please contact:  
[nina.bassett@cncs.school](mailto:nina.bassett@cncs.school)

**Exam Board: OCR**

## AN INTRODUCTION TO THE COURSE

Would you like....

- To be your own boss running your own business?
- To understand just what goes on in the world of work?
- To know what businesses look for when they recruit staff?
- To see how a business gets its money to operate?
- To know why so many adverts are aimed at teenagers?
- To understand why the same big businesses operate around the world?

GCSE Business is the course to take if you want the answers to these and many other questions.

### So why should you choose GCSE Business as an option?

- You will be able to understand the business world, which you will enter after finishing school/college/university.
- You will be able to make informed decisions and put forward arguments to persuade others. You will have the knowledge to help you set up a business of your own.
- The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.
- Business can lead on to many vocational qualifications and is a good stepping-stone for you in A Level subjects, especially economics, accountancy and of course A Level Business.

## WHAT THE COURSE INVOLVES

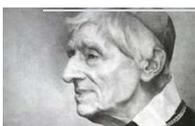
- Marketing, including advertising, development of products, setting the best price. Recruitment, including how businesses get the right staff and keep them working well. Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.

## HOW THE COURSE IS ASSESSED

- Two exams at the end of the course, each 90 minutes long. There is no controlled assessment.
- Some questions will be multiple choice; some will be extended writing to test your ability to explain why you made a particular decision.

## WHERE MIGHT THIS COURSE TAKE ME?

Suitable higher education courses include business management, accountancy and finance, marketing, tourism management and international business. Business students can also progress to a wide range of careers, such as banking, sales, product management and general management, to working in public sector organisations or charities.





# GCSE DRAMA

Exam Board: EDEXCEL

For further information, please contact:  
[nathan.walsh@cncs.school](mailto:nathan.walsh@cncs.school)

## AN INTRODUCTION TO THE COURSE

GCSE Drama is a course that is designed to improve self-confidence and develop group work, communication and problem solving. GCSE Drama can complement English Literature through its practical exploration of text. Ties can also be found with History and Citizenship as the course requires each student to consider the social, historical and cultural elements of each performance they see and text they study.

## WHAT THE COURSE INVOLVES

The GCSE Drama course lasts for two years. During the course, students will take part in **several performances**, scripted and devised, which are both extra-curricular and examined as part of the GCSE content. These are designed to showcase the exploration of skills developed by the students, providing them with the essential tools to develop confidence and knowledge of performance techniques. **For this reason, students who are uncomfortable performing should not consider this course.**

During the first year of study, students will develop their core skills and knowledge base through exploration of genre, style, conventions, semiotics, characterisation, script work and devising. In the first year, students will focus on and complete Component 1 – Devising by the end of Year 10. In the second year, students will put their developed skills into extended practice; focusing on script work and completing their Component 2 assessment. They will then focus purely on building on their understanding of the content of the Component 3 written exam, exploring the set exam text ‘DNA’ by Dennis Kelly, both practically and theoretically.

## HOW THE COURSE IS ASSESSED

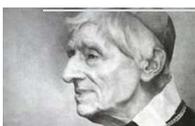
**Component 1** (40%) asks the students to explore a stimulus provided by the teacher(s). They will work in groups to create their own devised drama performance (15 Marks) created through exploration, which will also be supported by a written portfolio (45 Marks) to evidence their process.

**Component 2** (20%) asks students to showcase their performance skills, students will explore a text and perform two extracts (48 Marks) to a visiting examiner. This is accompanied by short written task which explains the student’s character development.

**Component 3** (40%) is a written examination (60 Marks) split into two sections. Section A (45 Marks) contains 5 questions based on the study of a full text from a list set by the exam board. The text of study will be ‘DNA’ by Dennis Kelly. Section B (15 Marks) contains 2 questions where students will analyse and evaluate live theatre. Students will have the opportunity to see live theatre

## WHERE MIGHT THIS COURSE TAKE ME?

The GCSE Drama course is a vibrant and exciting experience that will prove enjoyable and challenging. It is also a useful course for students planning to continue their education onto an A Level course. Career pathways include, producing, arts -planning, theatre design, directing, acting, teaching and many more.





# GCSE FOOD PREPARATION & NUTRITION

**Exam Board: EDUQAS**

*For further information, please contact:  
martina.byrne@cncs.school*

## AN INTRODUCTION TO THE COURSE

This GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## WHAT THE COURSE INVOLVES

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

## HOW THE COURSE IS ASSESSED

**Component 1** Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

Written exam: 1 hour 45 minutes

100 marks

50% of GCSE

**Component 2** is 2 non-examined assessment worth 50% of the qualification:

**NEA Task 1:** Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

**Practical investigations are a compulsory element of this NEA task.**

**NEA Task 2:** Food preparation assessment (70 marks)

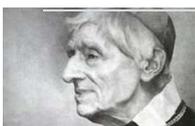
Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

**Practical investigations are a compulsory element of this NEA task.**

## WHERE MIGHT THIS COURSE TAKE ME?

Nutritionist, Food Writer, Food Industry Professional, Chef, Clinical Dietetics, Public Health Worker, Weight Management Professional, Teacher.





## GCSE DESIGN & TECHNOLOGY: PAPERS AND BOARDS

(previously GCSE Graphic Products)

**Exam Board: EDEXCEL**

*For further information, please contact:  
martina.byrne@cncs.school*

### AN INTRODUCTION TO THE COURSE

The GCSE in Design and Technology is a carefully structured qualification that allows you to continue to specialise as far as is possible under the new government requirements – there are six possible material areas of which Paper and Boards is the replacement for Graphics. 80% of the assessment will focus on their specialism, with the other 20% based on general Design and Technology knowledge and understanding. The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. It also gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

### WHAT THE COURSE INVOLVES

The aims and objectives of the qualification enable students to:

- demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques
- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components, technologies and practical skills to develop high-quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology

### HOW THE COURSE IS ASSESSED

The GCSE (9–1) in Design and Technology consists of 2 components.

**Component 1** is an externally-examined paper worth 50% and consists of two sections.

Section A: is assessed on the core content. This section is worth 40 marks.

Section B: is assessed on the chosen specialism of papers and boards. This section is worth 60 marks.

**Component 2** is a non-examined assessment is worth 50% of the qualification (100 marks)

### WHERE MIGHT THIS COURSE TAKE ME?

Graphic Designer, Product Designer, Interior Design, Architecture, Teaching, Engineering, Packaging Technology, Computer Games Design, Printing.





# GCSE DESIGN & TECHNOLOGY: TIMBERS

(previously GCSE Resistant Materials)

For further information, please contact:  
[martina.byrne@cncs.school](mailto:martina.byrne@cncs.school)

**Exam Board: EDEXCEL**

## AN INTRODUCTION TO THE COURSE

The GCSE in Design and Technology is a carefully structured qualification that allows you to continue to specialise as far as is possible under the new government requirements – there are six possible material areas of which Timbers is one of the replacement for Resistant Materials. 80% of the assessment will focus on this specialism, with the other 20% based on general Design and Technology knowledge and understanding. The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. It also gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

## WHAT THE COURSE INVOLVES

The aims and objectives of the qualification enable students to:

- demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques
- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components, technologies and practical skills to develop high-quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology

## HOW THE COURSE IS ASSESSED

The GCSE (9–1) in Design and Technology consists of 2 components.

**Component 1** is an externally-examined paper worth 50% and consists of two sections.

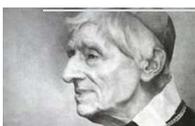
Section A: is assessed on the core content. This section is worth 40 marks.

Section B: is assessed on the chosen specialism of timbers. This section is worth 60 marks.

**Component 2** is a non-examined assessment is worth 50% of the qualification (100 marks)

## WHERE MIGHT THIS COURSE TAKE ME?

Graphic Designer, Product Designer, Interior Design, Architecture, Teaching, Engineering, Packaging Technology, Computer Games Design, Printing.





## GCSE MEDIA

For further information, please contact:  
[Emily.cunningham@cncs.school](mailto:Emily.cunningham@cncs.school)

**Exam Board: EDUQAS**

### AN INTRODUCTION TO THE COURSE

To be successful in GCSE Media Studies you need to have a good mix between **creativity** and the ability to **analyse** and **write essays**. The coursework element requires you to be **organised** and complete creative tasks such as photoshoots outside of lesson. All of which requires good **time management**. Media Studies is quite an **independent** subject and therefore you must be able to **express your own opinions** and back them up with evidence. You will explore media industries and how they are run, academic theory and criticism.

### WHAT THE COURSE INVOLVES

There are three components of study that make up the course:

#### Component 1: Exploring the Media

**Section A:** Media Language & Representation which explores how the media communicates with its audience and how certain groups of people are portrayed. Newspapers, Magazines and Advertising and Marketing products are studied here.

**Section B:** Exploring Industries & Audiences which explores how and why a particular product appeals to its audience. The areas of focus are: Newspapers, Advertising and Marketing, Radio, Video Games and Film.

**Component 2: Understanding Media Forms and Products:** This component consists of an in-depth study covering all areas of the theoretical framework: Media language, Representation, Media industries, Audiences and Media contexts that will be studied in the following areas:

**Section A:** Television – Crime Dramas

**Section B:** Music Videos and Online Media

**Component 3: Creating Media Products:** This is the only practical component of the course. Students will individually make content for one of the following areas set by the exam board: *Advertising and Marketing: Music, Advertising and Marketing: Film, Magazines OR Television.*

### HOW THE COURSE IS ASSESSED

**Component 1: Exploring the Media:** Written examination: 1 hour 30 minutes, 40% of qualification, 80 marks

**Component 2: Understanding Media Forms and Products:** Written examination: 1 hour 30 minutes 30% of qualification, 60 marks

**Component 3: Creating Media Products:** Non-exam assessment: internally assessed and externally moderated by WJEC, 30% of qualification, 60 marks.

### WHERE MIGHT THIS COURSE TAKE ME?

Media Studies will prepare you to work in a range of areas, such as: performing arts, broadcast media, publishing and journalism, advertising and marketing, arts, crafts and design and many more.





# GCSE MUSIC

For further information, please contact:  
sarah.smith@cncs.school

**Exam Board: EDUQAS**

## AN INTRODUCTION TO THE COURSE

- Develop creativity and sensitivity and increase enjoyment of music.
- Promote cultural development through a wide range and variety of music styles.
- Improve aural perception and analytical skills through a deeper understanding of music.

## WHAT THE COURSE INVOLVES

1. Musical devices
2. Music for ensemble
3. Film music
4. Popular music

## HOW THE COURSE IS ASSESSED

The three main components of assessment are:

1. Listening Examination 1hr 30 minutes (externally marked) 40%
2. Two recorded performances (one Solo/one Ensemble) (coursework) 30%
3. Two compositions (one to a brief/one free) (coursework) 30%

## UNDERSTANDING MUSIC

Students will listen, analyse and answer questions on a variety of music pieces and also demonstrate their contextual understanding through their appraising skills.

## COMPOSING

Pupils will need to submit two final compositions with a total duration of between 3 and 4½ minutes which must be recorded in school and accompanied by a written score/annotation and a composition log.

Composition 1 is linked to an externally set brief.

Composition 2 is a free composition.

## PERFORMING

Students will need to submit two performances, one solo and one ensemble performance. It is advised that students can play to a grade 3-5 standard. To help prepare for this, all GCSE music students have the option to take instrumental lessons. All students considering taking music will need to attend an AUDITION to assess their musical ability before a place on the course is confirmed.

## WHERE MIGHT THIS COURSE TAKE ME?

Music can help you to get into a variety of further pathways. It is seen as a subject that demonstrates high levels of commitment, communication, abstract thinking, creativity, and is therefore valued by higher education institutions and employers in all varieties of industries. It can lead into a variety of music and music technology careers and leads into Key Stage 5 Music and Performing Arts.





# GCSE PHYSICAL EDUCATION

For further information, please contact:  
[neil.minshull@cncs.school](mailto:neil.minshull@cncs.school)

**Exam Board: PEARSON EDEXCEL**

## AN INTRODUCTION TO THE COURSE

The aims of the syllabus are to improve the students' ability to plan, perform and evaluate physical activity, increase the students' knowledge and understanding about physical activity and to promote the value of physical exercise as part of healthy living.

## WHAT THE COURSE INVOLVES

Part of the course is theory-based and part practical ability. Both theoretical and practical parts are covered in much greater depth than would normally be the case in Key Stage Four Physical Education. **Students should be aware that a commitment to extra-curricular activities will be necessary at all times during this course, which will help with the practical component.**

Following on from GCSE Physical Education it is possible to progress to an 'A' Level in Physical Education and BTEC Level 3 Sport, which may be very appealing to those students who wish to pursue a career in the Sports/Leisure industry, see below for more information on possible routes.

## HOW THE COURSE IS ASSESSED

### 1. Written Paper:

2 separate papers totaling 60% of the course.

Paper 1 = 36% and Paper 2 = 24%

### 2. Practical Activities - 30%

Candidates will be required to offer three activities for assessment. At least one team sport and one individual sport must be included. The activities will be taken from National Curriculum areas in PE, please speak to PE staff for the latest list of activities available.

### 3. PEP - 10% (Personal Exercise Programme) – written coursework

Candidates will be required carry out a training programme relating specifically to analysis of performance in a sport of their choice.

## WHERE MIGHT THIS COURSE TAKE ME?

As a qualification geared towards the analysis of performance and physical development, GCSE PE would naturally lead to further studies at post 16 and indeed University. Sport is a rapidly growing area that will lead into a wide range of employment. If you are interested in sport, then GCSE PE can help you take it to the next academic level or turn your interest into a career. Professions such as Leisure attendant, Fitness instructor, Community coach, Sports media, Uniformed services i.e Armed forces, Fire service etc. and Apprenticeships in PE would be natural progressions.

Further study at university would offer opportunities in Leisure Management, Sports analysis, Journalism, Sports marketing, Physiotherapy, Sports psychology, Sports medicine and of course teaching PE. The classroom based aspects of the course would give greater knowledge of nutrition, conditioning, physical studies, psychological preparation and teamwork. Students would experience and develop the skills of planning, ICT, data analysis, report writing and of course further physical and sporting development. All crucial in improving the students' employability potential.





# BTEC LEVEL 2 TECH AWARD IN SPORT

For further information, please contact:  
neil.minshull@cncs.school

## Exam Board: PEARSON EDEXCEL

### AN INTRODUCTION TO THE COURSE

The Pearson BTEC Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning.

### WHAT THE COURSE INVOLVES

Students 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

### HOW THE COURSE IS ASSESSED

The assessment approach of the course allows for learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria.

Evidence for assessment may be generated through a range of diverse activities including workplace assessment, role play and oral presentations. Learners are encouraged to take responsibility for their own learning and achievement. Students are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Sport			
Component number	Component title	ASSESSMENT METHOD	GLH
1	Preparing Participants to Take Part in Sport and Physical Activity	Internal – externally moderated	36
2	Taking Part and Improving Other Participants Sporting Performance	Internal – externally moderated	36
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	External Synoptic	48

Components 1 and 2 are assessed through non-exam internal assessment which are then moderated. Component 3, is an external assessment which provides the main synoptic assessment for the qualification. The external assessment is based on a written assessment that require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

### WHERE MIGHT THIS COURSE TAKE ME?

The BTEC Level 2 Tech Award gives the student a vast array of options. As a vocational qualification this course is geared towards experiencing roles within the physical education and health employment sector. Professions such as leisure attendant, fitness instructor, community coach, sports media and apprenticeships in PE. Further study at university would offer opportunities in leisure management, teaching, sports analysis, journalism, sports marketing, physiotherapy, sports psychology and sports medicine. The studied aspects of the subject would give a greater knowledge of nutrition, conditioning, physical studies, psychological preparation and teamwork. Making the subject ideal as preparation for such professions as Police officer, Armed forces, Sports organisations and other Professional employment.





# BTEC LEVEL 2 TECH AWARD IN HEALTH & SOCIAL

For further information, please contact:  
[elaine.donohue@cncs.school](mailto:elaine.donohue@cncs.school)

**Exam Board: PEARSONS EDEXCEL**

## AN INTRODUCTION TO THE COURSE

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising.

## WHAT THE COURSE INVOLVES

Students will have the opportunity to develop applied knowledge and skills in the following areas:

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- Different life events and how individuals can adapt or be supported through changes caused by life events
- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- How factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- The use of the person-centred approach
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

## HOW THE COURSE IS ASSESSED

The assessment approach of the course allows for learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria.

The three components of the course give learners the opportunity to develop applied knowledge and understanding of the health and social care sector

The three units of study are:

Component number	Component title	How it is assessed
1	Human Lifespan Development	Internal assessment (non-exam)
2	Health and Social Care Services and Values	Internal assessment (non-exam)
3	Health and Wellbeing	External synoptic assessment





## HOW IS THE COURSE GRADED?

The BTEC Tech Award is graded on a seven grade scale from Level 2 Distinction\* to Level 1 Pass.

## WHERE MIGHT THIS COURSE TAKE ME?

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.





## ACCESS TO LEARNING

### HOW CAN WE HELP?

Barriers to learning and accessing education can be a huge concern for parents, carers and students. At Cardinal Newman we aim to ensure that no student or family is left without the support needed to ensure every child gets the education that they deserve.

ACCESS TO LEARNING aims to provide parents with guidance and support designed to reassure and break down any barriers that might get in the way of a successful education for their child.

If you require more information see or contact Mrs Ruddy (SENCO) or Mr Abbott (Head of Year 9)

