

# KS4 COURSE booklet

CREATE

YOUR

FUTURE

**2026**



We hope that you find this guide useful and informative about the different course options students have as they enter Key Stage 4 (Year 10 and 11). All students will study a combination of core subjects, coupled with four additional subjects which they choose.

Picking the right courses is essential to help students to achieve the best outcomes and to help prepare them for future study at post-16. Over the next couple of months, we will work with students and their parents/carers to support students to make the right choices which reflect their abilities and interests. This will include:

- Presentations to parents/carers and students about KS4 and choices available
- Information about KS4 courses shared with students from subject specialists
- Individual meetings with students to help them choose the best options for them.

Over the next couple of pages, this guide will explain:

- The KS4 curriculum
- Qualifications and what grades mean
- The key content and information for each subject

We recognise this is a new and exciting experience for our students and it is important that they speak to their subject teachers and form tutor if they have any concerns or questions.

### Options timeline

January / February/ March	A series of assemblies and activities designed to inform students about different subjects and making the right option choices in school. This will include some subject taster activities and targeted work with individual students.
Tuesday 11 March	Year 9 Options Parent/Carer Information Evening
Wk beg. 17, 24, 31 March	Year 9 Individual Options Meetings
Monday 7 April	Deadline for completing options process



All students will study a range of core examined and some non-examined courses as part of their KS4 curriculum. Students will then be able to select four subjects from a comprehensive list of choices. In total, students will gain qualifications in nine or ten examined subjects.

The Compulsory Core Curriculum

All students will study the following compulsory examination subjects at GCSE level:

GCSE English Language	This is worth one GCSE. Students must achieve a grade 4 or above by the end of Year 11. If not, students will be expected to continue to study this qualification alongside their post-16 studies.
GCSE Maths	This is worth one GCSE. Students must achieve a grade 4 or above by the end of Year 11. If not, students will be expected to continue to study this qualification alongside their post-16 studies.
GCSE Science	Most students will study the Double Award which equates to two GCSEs; some students in set one will study separate sciences which equates to three GCSEs.
GCSE English Literature	This is worth one GCSE and is taught as part of their English curriculum.

All students will complete the following non-examined statutory subjects:

Core Physical Education (PE)	All students are legally expected to undertake some physical activity at KS4. Students who enjoy sport will have the option to study either GCSE PE or OCR Sports Science
PSHE	Schools have a legal duty to offer PSHE and Relationships and Sex Education.
7Up	These are two periods a week focused on personal development, intervention and careers education.

Additional Subjects

All students will choose four option subjects. One of these options must be a Humanities (History or Geography) and then students will then select three other subjects. In order to enable subjects to run they are blocked in set lists and therefore students will select a subject in each list. Students will be provided a copy of this blocking list alongside this booklet.

1. Humanities Options

All students will study at least **one** Humanities subject. Students can opt to study a second in the list below.

GCSE Geography OR GCSE History

2. Additional Subjects

Please be advised that where the qualification states **OR** students can only opt to study one of these courses. This is because they sit in the same bucket of available courses in that specialism and cancel each other out if both are studied.

- GCSE Art, Craft and Design
- GCSE Computer Science **OR** OCR Level 2 Information Technology
- GCSE Design Technology
- GCSE Food Technology **OR** Eduqas Level 2 Hospitality and Catering
- GCSE Drama **OR** Eduqas Level 2 Performing Arts: Music
- GCSE Geography
- GCSE History
- GCSE Physical Education **OR** OCR Level 2 Sports Studies
- GCSE Religious Education
- GCSE Spanish
- BTEC Technical Award Level 2 Health and Social Care
- ASDAN



## Key Stage 4 Qualifications

At KS4, students will study GCSEs (General Certificate of Secondary Education) and, in some cases, vocational courses, which are just as challenging and equal to a GCSE. Vocational courses often have a higher level of coursework and may have more practical elements to them compared to a traditional GCSE. These courses are all designed to be completed over two years and students will sit examinations at the end of Year 11. In some subjects, there may be examined assessments at other points within the two-year course and students should be aware that it is pivotal that they are organised so they can prepare well for these.

GCSEs and vocational courses are an in-depth study of a subject, and each have a lot of content in them. It is essential that students recognise that real success comes from consistent hard work throughout the two years of their course; students will not achieve as highly if they only apply themselves in the latter part of Year 11. These qualifications are not easy and, as such, require a lot of commitment.

### What grades will students achieve?

Students will receive grades in all the subjects they are entered in for. In a GCSE subject, students will be awarded grades 9 – 1, with 9 being the highest grade. In a vocational subject, students will achieve a Level 2 Distinction\*, Distinction, Merit or Pass which are all equal to a GCSE grade. Passes in our Level 2 vocational courses equate to a standard pass or above at GCSE.

For a very small number of students who may struggle with the challenge of Level 2, we may enter them into a Level 1 qualification which is a pre-GCSE equivalent; we will discuss this with parents/carers if this were the case. The below table explains the grading system with a useful comparison to the old GCSE grades from a couple of years ago when letters were awarded. It is important to note that students can still fail their subjects if they do not achieve the required standard.

Old GCSE style grades	GCSE Grades	Level 1 or 2 Vocational Grades
A*	9	L2 Distinction* (D2*)
	8	
A	7	L2 Distinction (D2)
B	6	L2 Merit (M2)
C	5 (Strong Pass)	
	4 (Standard Pass)	L2 Pass (P2)
D	3	L1 Distinction (D1)
E	2	L1 Merit (M1)
F/G	1	L1 Pass (P1)
U	U	Fail

### What do these grades mean?

In order to pass a GCSE subject, students will need to achieve a grade 4 or above. In a Level 2 vocational course, which is the GCSE equivalent course, students will need to achieve a Level 2 Pass or above. However, each student will have a series of target grades set at the start of Year 10 which they should be aiming to achieve. For example, although it is positive for a student to pass a qualification, we want to challenge students to ensure they reach their potential and achieve a grade which is at least in line with their ability.

Students are expected to work hard in all their subjects, however, it is important to highlight that GCSE English Language and GCSE Maths are especially important. Should students not pass these two subjects, they will be required to continue to study these at post-16 when starting at college or in a Sixth Form. All students are legally required to stay in education until the age of 18.

### Do the grades a student achieves matter?

It is important that students try hard in all their qualifications as these will be what determines their next steps after Callerton Academy. Students should always aim high in their studies as all post-16 courses will have entry requirements to be able to access the course. Some students will choose to study A-levels, whereas others may choose to complete an apprenticeship or another vocational course at a higher level. The table below gives an indication of some of the typical entry requirements for subjects at A-level and other courses. If Callerton Academy students meet the entry requirements, they will be able to continue studying in one of the Gosforth Group schools with a Sixth Form.

<b>A-level Course</b>	<b>Minimum GCSE grades needed</b>
A-level Maths	Typically, a 7 or above in GCSE Maths
Chemistry	Typically, a 7 and 6 in GCSE Science; 5 in GCSE Maths
English Literature	Typically, a 6 in GCSE English Literature
History	Typically, a 5 in GCSE History (plus an average of a 4 in all your GCSEs)
Psychology	Typically, a 5 in GCSE English and GCSE Maths
Computing	Typically, a 6 in GCSE Maths and a 6 in GCSE Computing
Spanish	Typically, a 6 in that GCSE language
Fine Art	Typically, a 5 in GCSE Art

For students who choose to complete an apprenticeship or a Level 2 or 3 vocational course at college, the entry requirements may vary depending on the course. Typically, they will include achieving a standard pass in GCSE English Language and GCSE Maths.

An apprenticeship provides an ideal bridge between school and the world of work, allowing students to learn and earn a wage at the same time. Students train for a specific job role, build up specialist skills in the workplace and work towards a formal qualification. Apprenticeships normally take a minimum of 12 months to complete and typically involve a split of working and studying towards a final qualification. Students who pass their GCSE English and GCSE Maths, as well as passing the majority of their other KS4 subjects can apply to take an advanced apprenticeship. For students who perhaps do not pass their KS4 subjects can also apply for an intermediate apprenticeship. Apprenticeships are available in a wide range of areas including engineering (through companies like Ford), carpentry, plumbing, hairdressing, chef training to name but a few.

### Examination board regulations

The examination boards issue specific instructions as to what students must and must not do in exams, non-exam assessments and coursework. These may vary a little between qualifications and subjects, but the key principle is that of honesty, meaning that the work submitted is the student's own.

We ensure that each year all students are given these clear instructions both verbally and in writing, and in the interests of fairness, the school has a duty to bring matters of concern to the attention of the examination boards. They will then decide on the penalties, which can include disqualification.



Students should think carefully about the subjects they choose to study at KS4. We will work closely with them and with parents and carers to help them to make informed decisions. Some key considerations should include:

Not opting for a subject just because their friends are doing it

Selecting subjects they are enjoying and performing well in

Whether the content of the course is interesting to them (We recommend students use opportunities to meet with teachers to discuss the course content)

Whether the subject may be useful for their future career or post-16 study

Whether they will be able to remain organised to meet coursework deadlines.

Ultimately, it doesn't matter fully what option subjects students choose to take as they will all lead to being able to pursue most courses at post-16. More importantly, it matters what grades students achieve in these qualifications.

### GCSEs vs Vocational Courses

It is important to emphasise that Level 2 vocational courses, which Callerton Academy offers, are equal to GCSEs. All GCSEs have examinations at the end of the two years of the course in Year 11, however most vocational courses will have an examination at the end of the two years, coupled with coursework which is completed throughout the two years. Coursework is planned and structured to enable students to produce the best finished product possible. Whilst coursework as a means of assessment suits many students and is a valuable tool to improve achievement, it can cause problems if students do not meet on-going deadlines throughout the two years of the course. We will not allow students to study more than two vocational courses to ensure students do not fall behind in meeting deadlines.



Being successful at Key Stage 4 requires a lot of hard work and commitment from students. It also requires parents/carers to work in partnership with the school to help students to be focused and prepared.

As a **parent/carers** you can:

### **Ensure good attendance and punctuality**

Parents/carers should ensure that students arrive promptly for school and aim to achieve an attendance record of 100% over the Key Stage. We also ask for your cooperation and support in ensuring that high standards of behaviour are met.

### **Avoid taking holidays in term time**

Any school time missed can have a negative impact on final grades. Time missed in school in Key Stage 4 will impact on the grade the student achieves at the end of the course. Ensuring your child's full attendance will help them the most. We will not authorise holidays taken in term time. If a leave of absence request is not authorised and the leave is still taken, we will consult the Local Authority regarding appropriate action. This may be in the form of a warning letter or a fixed penalty notice.

We encourage you to consult the attendance pyramid in the PRAISE code.

### **Help with your child's personal organisation**

Our experience as teachers tells us that while our students generally know what is required of them, they still need encouragement and guidance to achieve their best standards. We therefore believe that it is important to establish the principles of good study habits very early in Key Stage 4.

To that end, we would expect that parents/carers provide suitable materials to enable the student to partake fully in the life of the school. These basics should be contained in a suitable bag, large enough for books, the student planner and PE equipment. It is essential that students bring the following equipment to school each day: a pen (black or blue), a pencil and a ruler. We encourage students to also bring a spare pen, a pencil sharpener, an eraser, coloured pencils/pens, a glue stick, a calculator and a small dictionary. Individual subjects may have specific equipment that students are required to bring to lessons.

### **Encourage additional study**

Additional study involves:

- the conventional reading, writing and problem-solving of most homework
- the research skills on which GCSE and vocational courses place a strong emphasis, for example preparation for non-examination assessment
- revision for examinations
- wider reading as an important part of developing students' literacy skills and subject knowledge
- attendance at after school revision sessions as and when appropriate

You can help by ensuring there is a basic timetable which:

- fits in with other interests and activities
- enables you to offer help
- allows access to basic research facilities (e.g. local libraries or where possible a computer)
- provides access to good study conditions
- considers the needs of others in the family

### **Monitor your child's use of the Planner**

Here you will see their stamps for good work, any comments given by their teachers, and homework deadlines. Please encourage them to use their planner effectively.

### **Help your child to meet deadlines**

The discipline of meeting deadlines is a critical aspect of personal organisation. There are good reasons for making it a priority:

- exam board deadlines are absolute, with costly consequences for failure to meet them
- teachers' own assessment plans may be disrupted; late submission shows a lack of consideration
- we do not want students spending a limitless amount of time on assignments thereby putting themselves under extra pressure

Re-negotiation of requested deadlines should be only as a last resort; playing off one subject against another is not an acceptable solution.

It is always possible that in a subject, no homework will be set in a particular week. It is simply not the case, however, that night after night children have nothing to do, and if you sense that homework is being neglected, please get in touch with the relevant teacher or subject leads.

As a **student** you can:

- Make sure you choose your options carefully and for the right reasons.
- Get yourself organised for work at the very start of Key Stage 4 and for each day you are in Key Stage 4.
- Ensure you are well behaved and focused in lessons
- Complete homework on time and to a high standard

You should:

- Have the correct equipment in a sensibly sized school bag
- Aim for an attendance and punctuality rate of 100%
- Complete work to the best of your ability at all times
- Follow instructions and concentrate on your work
- Respond thoughtfully to and act upon your teachers' feedback
- Take care with the presentation of your work
- Attend revision and catch-up sessions
- Meet deadlines, particularly with homework assignments
- Revise thoroughly for tests, internal and external examinations
- Meet your targets
- Ask for help when you need it

# GCSE ENGLISH LANGUAGE

## CORE SUBJECT

**Subject:** GCSE English Language **Qualification and examination board:** AQA

### What will I learn?

The English Language syllabus exposes students to both fiction and non-fiction texts from across the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Centuries. Students will learn how to analyse and evaluate the language and structural features of an unseen, fictional text. For their second Language exam, students will also learn how to identify, compare and evaluate the features of non-fiction texts.

Alongside reading analysis skills, students will also learn how to write creatively: adopting the features and styles of description or narration. As well as learning how to express a point of view clearly in a transactional piece.

### How will I be assessed?

Students will have three formal, summative assessments across Year 10 that will replicate the examination papers. At GCSE, students will sit two examinations and will have a non-examined assessment testing speaking and listening skills. Students will be prepared for these through a range of assessments across the two years of the course.

Students will also be regularly assessed in lessons through the following channels:

- Revision quizzes
- In lesson questioning
- Class discussions
- Register Challenges
- Literacy stops
- Self-assessed and peer-assessed analysis

### What can I do with this qualification?

The English Language qualification can provide you with opportunities in many sectors. Primarily, the reading, writing and communication skills you will develop from this qualification will allow you to access any job successfully. More specifically, you may use these skills directly in areas such as law, teaching, journalism, advertising, marketing, roles within the media, lexicography and many, many more.

Useful websites and resources:

<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

<https://www.youtube.com/watch?v=nem9-O5ibxg>

<https://www.aqa.org.uk/subjects/english/gcse>

# GCSE ENGLISH LITERATURE

## CORE SUBJECT

**Subject:** GCSE English Literature **Qualification and examination board:** AQA

## What will I learn?

The English Literature course exposes you to a wide range of literature from across the literary timeline. Students will study Charles Dickens', *A Christmas Carol* for their 19<sup>th</sup> century prose; JB Priestley's, *An Inspector Calls* for their 20<sup>th</sup> drama text, and Shakespeare's *Macbeth*. They will also study two poetry units: one will be an anthology-based unit themed on Power and Conflict; the second exploring a range of unseen poetry. Across all the literature studies, students will explore the texts in detail, analysing the devices and methods used and the authorial intent. As well as exploring the historical and social contexts the texts were written in.

## How will I be assessed?

Students will have three formal assessments across the year that will replicate the examination papers. At GCSE, students will sit two examinations which will focus on the above text choices taught to students; students will be prepared for these throughout the two years of the course.

They will also be regularly assessed in lessons through the following channels:

- Revision quizzes
- In lesson questioning
- Class discussions
- Register Challenges
- Literacy stops
- Knowledge reviews
- Self-assessed and peer-assessed analysis

## What can I do with this qualification?

The English Literature qualification is beneficial for furthering your study at A Level and University. Career links include journalism, copywriting, teaching, marketing, editorial work, freelance writer, paralegal work, media and advertising.

## Useful websites and resources:

<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

<https://www.bl.uk/>

<https://www.aqa.org.uk/subjects/english/gcse>

## Useful websites and resources for...

A Christmas Carol

<https://www.physicsandmathstutor.com/english-revision/gcse-aqa/a-christmas-carol/>

<https://www.aqaenglishrevision.com/a-christmas-carol>

An Inspector Calls

<https://www.pearsonschoolsandfecolleges.co.uk/asset-library/pdf/Secondary/english-literature/york-notes-gcse/samples-rapid/york-notes-for-gcse-rapid-revision-an-inspector-calls.pdf>

<https://www.bourne.org.uk/wp-content/uploads/An-Inspector-Calls-Revision-Guide.pdf>

Macbeth

<https://www.rsc.org.uk/shakespeare-learning-zone/macbeth>

# GCSE MATHS

## CORE SUBJECT

**Subject:** GCSE Maths **Qualification and examination board:** AQA GCSE Maths

## What will I learn?

Maths lessons for GCSE Maths continue to build upon students' knowledge from KS3 where students progress in their problem solving, reasoning and inference skills. The six main strands covered at GCSE level are:

- Strand 1: Number
- Strand 2: Algebra
- Strand 3: Ratio, Proportion and Rates of Change
- Strand 4: Geometry and Measures
- Strand 5: Probability
- Strand 6: Statistics

Students will be working to understand mathematical methods and concepts; select and apply mathematical techniques to solve problems; pick out key information and draw conclusions using mathematical reasoning.

## How will I be assessed?

Students will be entered into either the Higher or Foundation papers; their teacher will select the appropriate level based on a student's previous attainment and commitment to learning. On the foundation pathway students can achieve up to a grade 5, the higher pathway allows students to achieve up to the maximum of a grade 9. A grade 4 is the minimum for a pass.

On both pathways students complete three examinations with each consisting of 80 marks and lasting an hour and a half. All papers are weighted the same with each paper being worth a third of the overall GCSE grade. All three papers will consist of a mixture of question styles, including short, single-mark questions, multiple choice questions and multi-step problems. The mathematical demand increases as a student progresses through a paper.

Paper 1: The only non-Calculator paper.

Paper 2: Calculator paper.

Paper 3: Calculator paper.

Throughout this course, students will be well-prepared to approach the different assessments: with both the knowledge of how to effectively use a calculator and employ their mathematical skills developed throughout years 7 to 11.

## **What can I do with this qualification?**

GCSE Maths underpins the curriculum and will be required in the study of A-levels such as Mathematics, Physics, Psychology, Accounting, Economics, Design Technology, Business and Further Maths to name a few. The acquisition of GCSE Maths at a grade 4 or above, can open many doors for future careers, including as an accountant, engineer, teacher, nurse, electrician, plumber, becoming a pilot or joining the armed forces...and so many more. Maths also comes in handy day to day with bills, taxes, doing a shop and even just managing your time well.

## **Useful websites and resources:**

AQA GCSE Maths Exam Board Specification:

<https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance>

White Rose Maths:

<https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-1-new>

Corbett Maths:

<https://corbettmaths.com/>

BBC Bitesize:

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

# GCSE SCIENCE

**CORE SUBJECT:** All students will study either GCSE Science (Dual Award) or GCSE Separate Science (Triple Award)

**Subject:** GCSE Science **Qualification and examination board:** AQA GCSE Trilogy Science (Dual Award – this is worth two GCSEs)

## **What will I learn?**

Science lessons for GCSE Trilogy Science continue to build upon knowledge from KS3. Students will cover a wide range of topics across biology, chemistry, and physics.

They'll learn about key concepts such as cells, genetics, atoms, chemical reactions, forces, energy, and waves. Through practical experiments and theoretical study, students will develop a deeper understanding of the natural world and how it functions.

Additionally, they'll explore the applications of science in everyday life, environmental issues, and the importance of scientific literacy in making informed decisions. Overall, the course aims to equip students with a solid foundation in science, preparing them for further study and future endeavours.

## **How will I be assessed?**

Students can enter either Higher or Foundation papers; their teacher will select the appropriate level based on a student's ability and attitude to learning.

AQA GCSE Trilogy Science is examined through six papers:

- Two papers in Biology,
- Two papers in Chemistry
- Two papers in Physics.

Each paper is 1 hour 15 minutes long and contributes 16.7% to the overall grade.

Papers include multiple-choice, structured, closed short answer, and open response questions.

Topics cover biology, chemistry, and physics concepts taught throughout the course. Students are assessed on their understanding, application, analysis, and evaluation of scientific ideas, as well as their practical skills and mathematical abilities.

Throughout the two years of this course, students will be well-prepared to approach these different assessments so that they are confident with how to approach these by the end of Year 11.

## **What can I do with this qualification?**

Students who obtain the AQA GCSE Trilogy Science qualification gain a comprehensive understanding of biology, chemistry, and physics. With this qualification, they can pursue further education or careers in various scientific fields, including medicine, engineering, environmental science, and research. Additionally, they develop critical thinking, problem-solving, and practical skills, enabling them to analyse complex scientific concepts and apply them to real-world scenarios. This qualification serves as a solid foundation for higher education or entry-level positions in the scientific workforce.

## **Useful websites and resources:**

AQA GCSE GCSE Trilogy Science (Dual Award):

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464d> Science: Trilogy

BBC Bitesize:

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

Kerboodle:

<https://www.kerboodle.com/users/login>

# GCSE *separate* SCIENCE

**CORE SUBJECT:** All students will study either GCSE Science (Dual Award) or GCSE Separate Science (Triple Award)

**Subject:** GCSE Science (Separate GCSEs in GCSE Biology, GCSE Chemistry and GCSE Physics)

**Qualification and examination board:** AQA GCSE Biology, AQA GCSE Chemistry, AQA GCSE Physics

**Entry Requirements:** Specific students will be offered this course depending on their prior attainment in Science in year 7, 8 and 9. Students must have a strong foundation in the subject matter before embarking on these more advanced and specialised separate aspects of science. This maintains academic standards, ensuring that students are adequately prepared to handle the rigour and complexity of the separate sciences curriculum. Additionally, teacher input will also serve as a benchmark to gauge students' readiness for the course, helping to maximize their chances of success and achievement at completing a larger GCSE course with no additional teaching time.

## **What will I learn?**

Science lessons for this course continue to build upon knowledge from KS3. Students will cover a wide range of topics across biology, chemistry, and physics.

They'll learn about key concepts such as cells, genetics, atoms, chemical reactions, forces, energy, and waves. Through practical experiments and theoretical study, students will develop a deeper understanding of the natural world and how it functions. Separate science students are expected to learn all of the topics of the dual award science GCSE with additional subject content to extend the level of depth. Separate award students also complete additional topics not included on the dual award specification.

Additionally, they'll explore the applications of science in everyday life, environmental issues, and the importance of scientific literacy in making informed decisions. Overall, the course aims to equip students with a solid foundation in science, preparing them for further study and future endeavours.

## **How will I be assessed?**

Students will complete six exam papers at Higher entry.

AQA separate sciences are assessed through a combination of written exams and practical assessments.

Each science (Biology, Chemistry, and Physics) has two exam papers, with questions testing knowledge, understanding, and application of scientific concepts.

Practical skills are assessed through a minimum of 12 practical activities, which are carried out during the course and contribute to the practical endorsement.

Each paper is 1 hour 45 minutes long and contributes 16.7% to the overall grade.

Papers include multiple-choice, structured, closed short answer, and open response questions.

Throughout the two years of this course, students will be well-prepared to approach these different assessments so that they are confident with how to approach these by the end of Year 11.

## **What can I do with this qualification?**

Students who gain separate science qualifications from AQA typically have a more in-depth understanding of each science subject (Biology, Chemistry, and Physics) compared to those who do GCSE Trilogy Science. This depth of knowledge can be beneficial for students pursuing further education or careers in specific science-related fields, as it provides a stronger foundation in each individual discipline. Additionally, having separate science qualifications may give students more options when applying for higher education courses or specialized career paths that require specific science subjects. However, both pathways offer valuable skills and knowledge, and the choice between them depends on the individual student's interests, goals, and academic strengths. Both the Dual Award and Triple Award prepare students well for an A-level science-based course or for careers in fields such as medicine or dentistry.

### **Useful websites and resources:**

AQA GCSE Separate Science (TRIPLE AWARD):

<https://www.aqa.org.uk/subjects/science/gcse>

BBC Bitesize:

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

Kerboodle:

<https://www.kerboodle.com/users/login>

# non-examined CORE COURSES

## **CORE SUBJECTS (Non-examined subjects)**

Students will also study the following non-examined statutory subjects at Key Stage Four.

### **Core Physical Education (PE)**

As part of the curriculum, all students in Year 10 and Year 11 will continue to have two PE lessons a week. These lessons are designed to ensure that students continue to remain active and experience a range of different activities which develop personal fitness and promotes an active, healthy lifestyle. Students will have the opportunity to experience a range of different sports, improve their knowledge and technique, as well as develop their evaluative skills through self and peer assessment.

We believe that PE is vital in supporting our students in making healthy choices in the future, coupled with supporting student wellbeing and mental health.

### **Personal, Social, Health and Economic Education (PSHE)**

Students continue with PSHE in Key Stage Four focusing on some of the following areas:

- Financial decision making
- Being work ready
- Political awareness
- Life after Callerton Academy (including post-16 options)
- Healthy relationships (including Relationship and Sex Education and personal safety)

This course is tailored to the needs of our cohort and local context to ensure that students have the social, emotional, spiritual and cultural understanding to help them to independently navigate the next stages in their life.

## **7UP**

Students will also continue with extracurricular activities as part of their timetabled week.

As part of our focus on building cultural capital, students will continue to have a range of personal development opportunities available to them as part of their timetabled week. There will also be some additional extracurricular activities after school for students to be able to opt into.

This may include students selecting extracurricular activities linked to their interests or opportunities which students wish to try out. Some of this extracurricular time may also be used to specifically support students with making wise choices about their future careers, as well as supporting their well-being and developing positive relationships with their peers.

# GCSE ART craft & design

## OPTION SUBJECT: ART DEPARTMENT

**Subject:** GCSE Art, Craft & Design **Qualification and examination board:** Edexcel GCSE Art and Design

**Entry Requirements:** It is advisable that students should be currently working at Achieving or above in Year 9 Art.

### What will I learn?

During the GCSE Art and Design course you will have the opportunity to work with a wide range of techniques and materials; you will learn to draw in a variety of ways, printmaking, painting, photography and digital design skills. This course focuses on encouraging students to explore and express their ideas through the making of visual imagery. You will study the work of artists and reflect on the importance of art in evidencing our society. At the start of your GCSE studies, you will be given set projects that are designed to introduce you to new skills, techniques and ways of working. The work is mostly practical with some written work. You will learn lots of new processes and skills as well as learning about how to develop a successful project. At the end of the year, you will begin your Portfolio Project which will form the basis of your Coursework Portfolio. In the Spring term of year two you will work on your Exam Project, which is again, practical based work.

### How will I be assessed?

The Assessment Criteria for GCSE Art is based on four criteria. You will be expected to research the work of other artists and designers, make some visual research, develop your ideas and produce a final outcome. Each of these assessment objectives is equally weighted. There will be regular deadlines throughout the course so that your teachers can assess your work and give you in-depth feedback on how to improve your work. The coursework unit is worth 60% of the marks and the Exam Unit 40%

### What can I do with this qualification?

Modern business realises that creativity and good design are important factors in generating new business. All objects around us are designed by someone with a creative qualification. Many art students go on to study an art subject further, such as graphic design, fashion marketing and design, architecture, photography, film production, games design, fine art, textile and print design, 3D and interior design to name but a few.

### Useful websites and resources:

Edexcel GCSE Art exam board website:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

BBC Bitesize:

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

# GCSE COMPUTER science

## OPTION SUBJECTS: COMPUTING DEPARTMENT

**Subject:** GCSE Computer Science **Qualification and examination board:** OCR GCSE Computer Science

### Entry Requirements:

Students should be working at exceeding level in computing and mathematics at the end of Key Stage 3. In addition, students would benefit from having a passion for computing and a desire to delve deeper into how the digital world around them functions. An analytical approach to problem solving and resilience when programming would be a distinct advantage.

### What will I learn?

#### Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

#### Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

#### Practical programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

### How will I be assessed?

Students will be assessed through two examination papers.

#### Paper 1: Computer systems (01)

Marks: 80

Weighting: 50%

Duration: 1 hour 30 mins

#### Paper 2: Computational thinking, algorithms and programming (02)

Marks: 80

Duration: 1 hour 30 mins

Weighting: 50%

### **What can I do with this qualification?**

This course provides an excellent basis to move on to studying an A Level in Computer Science and other higher qualifications in Computer Science or other IT related courses. This can open the door to a huge number of degrees and apprenticeships. Opportunities leading on from studying include employment in the fields of cyber security and big data analytics.

### **Useful websites and resources:**

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

# OCR LEVEL 2

# INFORMATION technology

## OPTION SUBJECTS: COMPUTING DEPARTMENT

**Subject:** Information Technology (IT) **Qualification and examination board:** OCR Level 2 Cambridge National

### Entry Requirements:

Students should be at Achieving level in Computing and ideally Achieving in Mathematics at the end of Key Stage 3. In addition, students would benefit from having an interest in technology and a focused, independent approach to working with technology.

### What will I learn?

The course is a vocational qualification, designed to give students the opportunity to develop real world skills that will help them now and in the future. The course develops practical skills and knowledge of the digital world. It looks at a variety of technology, its applications, and potential benefits and drawbacks.

### How will I be assessed?

Students will be assessed through two centre assessed pieces of work (marked by the school and moderated by the examination board), the focus of which is set by the examination board. In addition to the centre assessed pieces of work, student will sit a written examination at the end of the course.

Unit	Marks	Duration	
R050: IT in the digital world	70	1 hour 30 mins	Written paper, OCR set and
R060: Data manipulation using spreadsheets	60	Approx. 10-12 hours	Centre-assessed tasks, OCR moderated
R070: Using augmented reality to present information	60	Approx. 10-12 hours	Centre-assessed tasks, OCR moderated

### What can I do with this qualification?

This course provides an excellent basis to move on to studying IT at a higher level. This can open the door to a huge number of degrees and apprenticeships in technology, communication and business. Opportunities leading on from studying include employment in IT and a variety of organisations using technology.

### Useful websites and resources:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/>

# PEARSON BTEC L2

# HEALTH & social care

## OPTION SUBJECT: HEALTH

**Subject:** Health and Social Care **Qualification and examination board:** Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

**Entry Requirements:** An interest in pursuing a career in healthcare, education or social services.

### What will I learn?

Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional, and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

### How will I be assessed?

Component 1: Human lifespan and development

Component 2: Health and social care services and values

Component 3: Health and wellbeing

Components 1 and 2 are assessed through a non-exam internal assessment (coursework) completed in class during years 10 and 11.

Component 3 takes the form of an examination under supervised conditions at the end of year 11.

This BTEC qualification is graded at 7 levels, each of which as a GCSE equivalent: Level 1 Pass (1), Level 1 Merit (2), Level 1 Distinction (3), Level 2 Pass (4), Level 2 Merit (5), Level 2 Distinction (7), Level 2 Distinction\* (8)

### What can I do with this qualification?

Students who have studied health and social care may go on to positions such as healthcare or nursery assistants, support workers, or residential care workers, where they can provide direct care and support to individuals in hospitals, care homes, or community settings.

Furthermore, this qualification serves as a steppingstone for further education and training in fields such as nursing, social work, or occupational therapy.

Studying Pearson's Health and Social Care Level 1/2 BTEC not only opens doors to numerous career opportunities but also nurtures compassionate, skilled professionals dedicated to improving the lives of others.

### Useful websites and resources:

Pearson exam board website: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

# GCSE

# DESIGN technology

**OPTION SUBJECT: DESIGN DEPARTMENT**

**Subject:** GCSE Design & Technology **Qualification and examination board:** Edexcel GCSE Design & Technology

**Entry Requirements:** It is advisable that students should be currently working at Achieving or above in Year 9 Technology.

## **What will I learn?**

Are you intrigued by the world around you? Are you inquisitive to find out how and why things work? Do you like a challenge and enjoy being creative and working in a practical environment to design and make unique and original high-quality products?

GCSE Design and Technology gives you the opportunity to fulfil your creative and technical desires, whilst developing your analytical problem solving and thinking skills.

Through designing and making exciting products using a broad range of materials, techniques and processes, you will gain awareness and learn from wider influences on Design and Technology, including, historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The core technical knowledge and understanding for the course consists of:

- New and emerging technologies.
- Energy generation and storage.
- Developments in new materials.
- Systems approach to designing.
- Mechanical devices.
- Materials and their working properties.

In addition to the core technical principles, all students will develop an in-depth knowledge and understanding of the following specialist technical principles:

- Selection of materials or components.
- Forces and stresses.
- Ecological and social footprint.
- Sources and origins.
- Using and working with materials.
- Stock forms, types and sizes.
- Scales of production.
- Specialist techniques and processes.
- Surface treatments and finishes.

Possible categories through which the principles can be delivered are:

- Papers and boards.
- Timber based materials.
- Metal based materials.
- Polymers.
- Textile based materials.
- Electronic and mechanical systems.

## **How will I be assessed?**

Year 10

You will undertake a series of interesting designs and make mini projects and tasks throughout Year 10, which will provide you with the necessary skills, knowledge and understanding to undertake your controlled assessment and examination in Year 11.

Year 11

During Year 11, you will complete your controlled assessment coursework task. The controlled assessment is a substantial design and make task, which is worth 50% of your overall grade.

Controlled assessment criteria:

- Identifying and investigating design possibilities.
  - Producing a design brief and specification.
  - Generating design ideas.
  - Developing design ideas.
  - Realising design ideas.
  - Analysing & evaluating.
- At the end of Year 11, you will sit an external examination worth 50% of your overall grade.

## **What can I do with this qualification?**

Progress to A-Level Design and Technology: Product Design.

Success in the course will also open opportunities in various fields of employment, training, and modern apprenticeships. These include: Engineering, multi-disciplinary design for industry, 3D product design, graphic design, computer aided design, multi-media design, furniture and interior design.

## **Useful websites and resources:**

BBC Bitesize: [GCSE Design and Technology - BBC Bitesize](#)

[https://qualifications.pearson.com/content/dam/pdf/GCSE/design-and-technology/2017/specification-and-sample-assessments/Pearson Edexcel GCSE 9 to 1 in Design and Technology Specification issue3.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/design-and-technology/2017/specification-and-sample-assessments/Pearson%20Edexcel%20GCSE%209%20to%201%20in%20Design%20and%20Technology%20Specification%20issue3.pdf)

# GCSE FOOD: PREPARATION & NUTRITION

**OPTION SUBJECT: DESIGN DEPARTMENT**

**Subject:** GCSE Food Preparation & Nutrition **Qualification and examination board:** Eduqas GCSE Food Preparation & Nutrition

**Entry Requirements:** It is advisable that students should be currently working at Achieving or above in Year 9 Food.

## **What will I learn?**

During the GCSE Food Preparation & Nutrition course you will have the opportunity to work with a wide range of ingredients, developing a wide variety of food skills and techniques through a variety of practical lessons.

Students will also study the provenance of food, food manufacture, the science of food as well as diet and good health. You will be able to demonstrate effective and safe cooking skills by planning, preparing, and cooking a variety of food commodities whilst using different cooking techniques and equipment.

The course will help students develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. You will understand the relationship between diet, nutrition, and health, including the physiological and psychological effects of poor diet and health. You will understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, diet, and health choices. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking, and serving food. Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

## **How will I be assessed?**

In Year 11 we have 3 assessments to complete. This makes our final grade. The external assessment (the exam) happens in the summer of Year 11. It is 50% of your final grade. Assessment 1 – The Food Investigation Assessment: From September – November – we complete the NEA 1 task. This task is given to us by the exam board. It is a scientific experiment that looks at the function of ingredients in food. This assessment is 8 hours of work. You are expected to write a report 1,550 – 2000 words. It is 15% of your final grade. Assessment 2 – Food Preparation Assessment: From November – February we complete the NEA 2 task. This task is given to us by the exam board. It is a 3-hour practical assessment. This assessment is 12 hours of work. You have a 3-hour practical assessment to make 3 dishes with all accompaniments. You are expected to write a report of up to a maximum of 30 A4 pages. It is 35% of your final grade.

### **What can I do with this qualification?**

The Food Preparation and Nutrition GCSE combines the principles of food science, nutrition, and healthy eating. It helps you develop cooking techniques, as well as knowledge of food traditions and kitchen safety. The course gives you a range of skills, like planning and organising, working independently, understanding, and applying science and even creative skills. It can lead to a wide range of careers. For example: you could be designing new ice cream flavours, or working in a hotel, restaurant, or tourist attraction. You could also be working in distribution or retail for a supermarket or advising people about healthy eating as a nutritionist.

### **Useful websites and resources:**

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

<https://www.bbc.co.uk/bitesize/subjects/zdn9jhv>

# GCSE GEOGRAPHY

**OPTION SUBJECT: HUMANITIES DEPARTMENT**

**Subject:** GCSE Geography **Qualification and examination board:** AQA GCSE Geography

**Entry Requirements:** All students will take either GCSE Geography or GCSE History. It is advisable that students opt for the subject they are achieving the best in.

## **What will I learn?**

Geography subject content is split into four units:

Living with the physical environment: This unit explores the dynamic nature of physical processes and systems, and human interaction with them in a variety of places.

Challenges in the human environment: This unit is concerned with human processes, systems and outcomes and how these change.

Geographical applications: Students will undertake two geographical enquiries outside of the classroom as part of a fieldwork exercise.

Geographical skills: Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study.

## **How will I be assessed?**

Students will sit all their exams at the end of Year 11 and will sit three papers:

Paper 1: Living with the physical environment. This paper contains; the challenge of natural hazards, the living world, physical landscapes in the UK, geographical skills. It's a written exam (1 hour 30 minutes) and 35% of the GCSE.

Paper 2: Challenges in the human environment. This paper contains; urban issues and challenges, the changing economic world, the challenge of resource management, geographical skills. It's a written exam (1 hour 30 minutes) and 35% of the GCSE.

Paper 3: Geographical applications. This paper contains; issue evaluation, fieldwork, geographical skills. It's a written exam (1 hour 30 minutes) and 30% of the GCSE.

Throughout the two years of this course students will have on-going assessments so that they are well-prepared to approach these different assessments by the end of Year 11.

## **What can I do with this qualification?**

You will find geographers working in a wide range of jobs, from legal analysts to city planning, working in the environment to travel and tourism, or in international charities and retail. It equips learners with; subject knowledge that is highly relevant to many of the challenges facing society and the environment today. It provides specialist and transferable skills including statistical, spatial and environmental analysis alongside other analytical and research skills. GCSE Geography promotes an interest in how the world works, contemporary issues and an inquisitiveness for learning about other cultures.

## **Useful websites and resources:**

AQA GCSE Geography exam board website: <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

# GCSE HISTORY

## OPTION SUBJECT: HUMANITIES DEPARTMENT

**Subject:** GCSE History **Qualification and examination board:** AQA GCSE History

**Entry Requirements:** All students will take either GCSE Geography or GCSE History. It is advisable that students opt for the subject they are achieving the best in.

### What will I learn?

History lessons for GCSE History continue to build upon students' knowledge from KS3 and allow students to progress their key skills as historians. Key Stage 4 historians think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. The GCSE History content comprises the following elements:

- One period study (America, 1929-1973: Opportunity and inequality). This was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.
- One wider world depth study (Conflict and tension between East and West, 1945-1972). This focuses on the causes and events of the Cold War.
- One thematic study (Britain: Health and the people: c1000 to the present day). Students gain an understanding of how medicine and public health developed in Britain over a long period of time.
- One British depth study including the historic environment (Norman England, c1066-c1100). Students study the arrival of the Normans and the establishment of their rule.

### How will I be assessed?

Students will sit all their exams at the end of Year 11 and will sit two papers:

Paper 1: Understanding the modern world: This is a 2-hour written exam assessing the period study and wider world depth study. It is 50% of the GCSE.

Paper 2: Shaping the nation: This is a 2-hour written exam assessing the thematic study and British depth study. It is 50% of the GCSE.

Throughout the two years of this course, students will be well-prepared to approach these different assessments so that they are confident with how to approach these by the end of Year 11.

### What can I do with this qualification?

Those that take a keen interest in History can use their knowledge and skills to help them develop careers in a wide variety of areas such as; law, media, archiving and heritage, politics, business and commerce, marketing, advertising and public relations and teaching. The study of History is extremely important in contemporary society. Those who study History can apply lessons of the past to help resolve problems of the present and have the ability to apply an analytical mindset to a variety of situations and challenges.

### Useful websites and resources:

AQA GCSE History exam board website: <https://www.aqa.org.uk/subjects/history/gcse/history-8145>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zxjk4j6>

# GCSE *religious* STUDIES

**OPTION SUBJECT: HUMANITIES DEPARTMENT**

**Subject:** GCSE Religious Studies **Qualification and examination board:** AQA GCSE Religious Studies A

**Entry Requirements:** It is advisable that students should be currently working at Achieving or above in Year 9 Religious Studies.

## **What will I learn?**

Students will consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. The course has two main focuses:

Firstly, students will learn about the beliefs, teachings and practices of Christianity and Islam. They will study the influence of the beliefs, teachings and practices on individuals, communities, and societies.

Secondly, students will study religious, philosophical and ethical arguments and their impact and influence on the modern world. Issues such as abortion, animal experimentation, euthanasia, freedom of religious expression, gender equality, genetic engineering, homosexual relationships, IVF, life after death, pacifism, sexual relationships before marriage, status of women in religion, the death penalty, the uses of wealth, violence, and weapons of mass destruction. Students may draw upon Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religions and non-religious beliefs such as atheism and humanism to address philosophical and ethical arguments.

## **How will I be assessed?**

At the end of Year 11, students will sit two examinations in the following two components:

Paper 1: The study of religions: beliefs, teachings and practices of Islam and Christianity. It is a written examination (1 hour 45 minutes) and 50% of the GCSE.

Paper 2: Thematic studies; relationships and families, religion and life, the existence of God and revelation, religion, peace and conflict, religion, crime and punishment, and religion, human rights and social justice. It is a written examination (1 hour 45 minutes) and 50% of the GCSE.

Throughout the two years of this course, students will be well-prepared to approach these different assessments so that they are confident with how to approach these by the end of Year 11.

## **What can I do with this qualification?**

Taking a Religious Studies GCSE helps you learn about how religion, philosophy, and ethics form the basis of our culture. It encourages students to develop a set of ethical and moral beliefs. It can also help students see 'the bigger picture' or understand why some topics can be so highly policed and politicised. This understanding and curiosity about the world can open the door and career path to other subjects such as sociology, political science, anthropology, language studies, law, and history.

## **Useful websites and resources:**

AQA GCSE Religious Studies exam board website: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zb48q6f>

# GCSE SPANISH

## OPTION SUBJECT: LANGUAGES DEPARTMENT

**Subject:** GCSE Spanish **Qualification and examination board:** AQA GCSE Spanish

**Entry Requirements:** It is advisable that students should be currently working at Achieving or above in Year 9 Spanish and be keen to develop their language skills.

### What will I learn?

Language lessons for GCSE Spanish continue to build upon students' knowledge from KS3 where students progress their listening, reading, speaking, writing and translation skills. The themes covered at GCSE level include:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Most students will be able to handle several tenses and understand and use gender, adjectival agreement, and pronouns accurately, and be able to translate between English and Spanish.

### How will I be assessed?

Students can enter either the Foundation (Grades 1-5) or Higher (Grades 3-9) papers; their teacher will select the appropriate level based on a student's ability and attitude to learning. Students sit four short examinations assessing the four different skills; each examination is worth 25%.

**Paper 1: Listening paper** – Students are played a series of conversations in Spanish and must answer mostly multiple-choice questions on this. They will also complete short dictations, where students write down what they hear in Spanish.

**Paper 2: Speaking exam** – This is carried out by the student's teacher but marked externally. Students must read aloud a paragraph in Spanish they haven't seen before and answer questions on topics that they have studied throughout the course. Some of this is preprepared.

**Paper 3: Reading paper** – Comprehension activities on Spanish texts, including translating from Spanish into English.

**Paper 4: Writing paper** – A series of grammar and writing tasks, including a translation exercise from English to Spanish.

Throughout the two years of this course, students will be well-prepared to approach these different assessments so that they are confident with how to approach these by the end of Year 11.

### What can I do with this qualification?

GCSE Spanish is an excellent springboard for the study of languages at A-level and then university. The ability to offer a Modern Foreign Language, such as Spanish, can open many doors, including catering, law, journalism, politics and industry. For students aspiring to study A-levels or go onto university, it is recommended that they study a language to show that they have completed the English Baccalaureate by studying a language and humanities at GCSE.

### Useful websites and resources:

AQA GCSE Spanish exam board website: <https://www.aqa.org.uk/subjects/languages/gcse/spanish-8692>

BBC Bitesize: [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

# EDUQAS L2 PERFORMING ARTS MUSIC

**OPTION SUBJECT: PERFORMING ARTS DEPARTMENT**

**Subject:** Performing Arts: Music **Qualification and examination board:** EDUQAS Level 1 / 2 Vocational Award in Performing Arts: Music

**Entry Requirements:** You should have a love for music performance and, to fully develop your skills as a musician, be prepared to rehearse at home. This course is suitable for all levels of ability, but ideally you should be able to perform to at least “Achieving” standard in your classroom music lessons.

## **What will I learn?**

Over the course of three units the Vocational Award in Performing Arts: Music will prepare you for what life is like working for the Creative Arts industry.

### Unit 1: Performance

You will develop the knowledge and understanding of the skills and techniques needed to rehearse and perform a piece of music. With the help of your teacher, you will choose the music and the instrument (including voice) that you would like to use.

### Unit 2: Creating

You will gain, develop, and then demonstrate the knowledge and understanding of skills and techniques that you need to compose and refine an original piece of music.

### Unit 3: Performing Arts in Practice

You will gain a good understanding of the business and management side of the Performing Arts and how professional musicians get work and make money!

## **How will I be assessed?**

The exam board will release an assignment brief for each of the above units, which will include a scenario and set tasks for you to complete. You will be given a deadline to work to and will be expected to build up a portfolio of evidence to show all the work that you have completed for that unit. The evidence will be a mixture of written work, teacher observations and recordings of what you have achieved.

You will not have a final exam, like with many other courses, but instead an assessment window for you to complete all your tasks in. Units 1 and 2 must be completed in 10 hours and Unit 3 in 20 hours. This is great if you feel a little nervous doing exams, as we can break up these hours into accessible chunks and complete them over numerous weeks and even months!

In most cases your teacher will mark your work, but we will need to send a sample of to the exam board to check that the marks we give you are accurate and not too harsh (or too generous)!

## **What can I do with this qualification?**

This course is an excellent springboard for studying music and performing arts at college and then university. Music is highly regarded by many different institutions who often look to see if applicants can apply themselves in both a creative and academic setting.

The vocational course will also help you to develop all the skills and knowledge you need to find a job in the creative arts industry. Music is so much more than just performing and there is lots of work to find. The government consider the creative industries an essential sector in helping secure economic growth. Since 2011 employment in the creative arts industry has grown at five times the rate of the rest of the economy. This course will help you gain the skills to find a job in this exciting world of work!

## **Useful websites and resources:**

EDUQAS exam board website:

[https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-performing-arts/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-performing-arts/#tab_keydocuments)

Government Plan for Creative Arts:

[https://www.gov.uk/government/news/ambitious-plans-to-grow-the-economy-and-boost-creative-industries#:~:text=One%20of%20the%20Prime%20Minister's,value%20added%20\(GVA\)%20annually.](https://www.gov.uk/government/news/ambitious-plans-to-grow-the-economy-and-boost-creative-industries#:~:text=One%20of%20the%20Prime%20Minister's,value%20added%20(GVA)%20annually.)

# GCSE DRAMA

## OPTION SUBJECT: PERFORMING ARTS DEPARTMENT

**Subject:** Drama **Qualification and examination board:** EDUQAS GCSE in Drama

**Entry Requirements:** Drama is a very practical subject, and you will be expected to perform in front of each other during the course. You should be consistently gaining at least an “Achieving” in your drama assessments in Year 9.

### What will I learn?

Drama is an exciting, inspiring, and practical course. You will study it as a performer, a designer and we also organise opportunities for you to experience watching live theatre to develop your skills as informed and thoughtful audience members.

The course is split into three components:

#### Component 1: Devising Theatre

You will be asked to create, develop, and perform your own piece of devised theatre. You will be given a stimulus (source of inspiration) from the exam board and from this starting point you will need to research different ideas, theatre practitioners and genres to create your own exciting piece of drama.

#### Component 2: Performing from a Text

You will be given a play or a performance text and expect to rehearse and prepare a performance from it. We will investigate different performance styles and approaches to rehearsing that will help you to prepare for this.

#### Component 3: Interpreting Theatre

For this component you will study a play and be prepared to answer questions on various elements of that play. This could include how you would direct the actors in their portrayal of different characters, costume or makeup designs, or how you would dress the set and set the stage lights. You will also need to review and analyse a live theatre production that you have seen during the course.

### How will I be assessed?

How you will be assessed depends on the component you are studying:

#### Component 1: Devising Theatre

This is worth 40% of your overall mark.

You will need to produce a portfolio of evidence to show your research, a recording of your performance and evaluation of your own piece of theatre. This will be marked by your teacher, and the exam board will ask to see a random sample of your teacher’s marking to make sure that they are being accurate and fair.

## Component 2: Performing from a Text

This is worth 20% of your overall mark.

You will need to submit a brief account to explain your artistic intentions for your performance. A visiting examiner will read your artistic intentions and then watch you perform. They will then give you a mark based on the quality of your performance.

## Component 3: Interpreting Theatre

This is worth 40% of your overall mark.

You will be assessed from a written examination, at the end of the course, that will last for 1 hour 30 minutes.

### **What can I do with this qualification?**

This course will help you to access studying performing art subjects at a higher level at college and then university. It will also help you to access different apprenticeships and qualifications offered by arts institutions, such as theatres.

This GCSE will also help you to develop all the skills and knowledge you need to find a job in the creative arts industry. Drama is so much more than just performing and there is lots of work to find. The government consider the creative industries an essential sector in helping secure economic growth. Since 2011 employment in the creative arts industry has grown at five times the rate of the rest of the economy. This course will help you gain the skills to find a job in this exciting world of work!

### **Useful websites and resources:**

EDUQAS exam board website:

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

Government Plan for Creative Arts:

[https://www.gov.uk/government/news/ambitious-plans-to-grow-the-economy-and-boost-creative-industries#:~:text=One%20of%20the%20Prime%20Minister's,value%20added%20\(GVA\)%20annually.](https://www.gov.uk/government/news/ambitious-plans-to-grow-the-economy-and-boost-creative-industries#:~:text=One%20of%20the%20Prime%20Minister's,value%20added%20(GVA)%20annually.)

**OPTION SUBJECT: PHYSICAL EDUCATION DEPARTMENT**

**Subject:** PE **Qualification and examination board:** Cambridge National in Sports Science

**Entry Requirements:** It is advisable that students should be currently working at Achieving or above in Year 9 PE.

**What will I learn?**

Students will study 3 units

Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions.

Unit R181: Applying the principles of training: fitness and how it affects skill performance.

Unit R182: The body's response to physical activity and how technology informs this.

**How will I be assessed?**

In Cambridge Nationals in Sports Science, you will be assessed in two ways. By an externally marked exam and by coursework.

**Unit R180** is a 75-minute exam which is externally marked. The exam covers factors that influence risk, warmups and cool downs, causes of sports injuries, reducing risks and rehabilitation from injuries. This is worth 40% of your final grade.

**Unit R181** is assessed by a set of assignments with 5 tasks. This unit covers components of fitness, principles of training, organising and planning a fitness training session programme and evaluation of your own fitness programme.

**Unit R182** is assessed by a set of assignments with 3 tasks. The cardiorespiratory system, the Musculo-skeletal system, short-term effects of exercise and long-term effects of exercise.

Your coursework will also be assessed practically across several different tasks. These tasks have written coursework alongside them and make up 60% of your final mark.

**What can I do with this qualification?**

Cambridge Nationals Sports Science is an excellent springboard for the study of sport science at A-level and then university. There are several careers where a sports qualification can enhance including: nutritionist, sports analyst, physiotherapist, coach, PE teacher and many more.

**Useful websites and resources:**

**Cambridge Nationals website:** <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/>

**Revision Guide:** [My Revision Notes: Cambridge National Level 1/2 Sport Science: Amazon.co.uk: Young, Sue, Burrows, Symond: 9781510478572: Books](#)

# GCSE PE

## OPTION SUBJECT: PHYSICAL EDUCATION DEPARTMENT

**Subject:** GCSE PE **Qualification and examination board:** AQA GCSE Physical Education

**Entry Requirements:** It is advisable that students should be currently working at Exceeding or above in Year 9 PE.

### What will I learn?

Students will study seven topic areas in PE:

**Physical Training:** The relationship between health and fitness and the role that exercise plays including the components of fitness, benefits for sport and how fitness is measured and improved. It looks at the principles of training and their application to personal exercise/training programmes, as well as how to optimise training and prevent injury, and the effective use of warm up and cool down.

**Use of Data:** Demonstrate an understanding of how data is collected – both qualitative and quantitative, present data (including tables and graphs) and analyse and evaluate data.

**Sports Psychology:** Classification of skills (basic/complex, open/closed), the use of goal setting and SMART targets to improve and/or optimise performance, basic information processing, guidance and feedback on performance, and mental preparation for performance.

**Socio-cultural Influences:** Engagement patterns of different social groups in physical activity and sport, commercialisation of physical activity and sport, ethical and socio-cultural issues in physical activity and sport,

**Health, Fitness and Wellbeing:** Physical, emotional and social health, fitness and wellbeing, the consequences of a sedentary lifestyle, and energy use, diet, nutrition and hydration.

**Applied Anatomy and Physiology:** The structure and functions of the musculoskeletal system, the structure and functions of the cardio-respiratory system, aerobic and anaerobic exercise and the short- and long-term effects of exercise.

**Movement Analysis:** Lever systems, examples of their use in activity and the mechanical advantage they provide in movement and planes and axes of movement.

### **How will I be assessed?**

In GCSE PE you will be assessed in two theory papers which will cover the topics listed above. These exams will be worth 60% of your overall grade.

You will also be assessed practically across three different activities (from the specification). One of these activities must be individual, and one must be team. These practical assessments are each worth 10% of your overall grade each.

Finally, you will complete a piece of written coursework in which you will analyse and evaluate the practical performance of an individual in one of the assessed activities from the specification. This is worth 10% of your overall grade.

### **What can I do with this qualification?**

GCSE PE is an excellent springboard for the study of Sport and PE at A-level and then university. There are several careers that a sports qualification can lead into including: nutritionist, sports analyst, physiotherapist, coach and many more.

### **Useful websites and resources:**

AQA GCSE PE exam board website:

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

BBC Bitesize:

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

Seneca Learning:

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

# ASDAN

## **SUPPORTIVE CURRICULUM**

**Subject:** ASDAN – Personal Development and Social Skills

**Qualification and examination board:** ASDAN Level 1 Qualification

**Entry Requirements:** This course is designed for students who may find studying too many GCSEs overwhelming and therefore this is a valuable qualification designed to support personal and social skills for future life. The school will discuss with parents and carers if they think this course may be suitable for their child.

### **What will I learn?**

The ASDAN course offers nationally approved qualifications based around the development of personal, social and employability skills. It allows students to develop and demonstrate a range of personal, key employability skills; to broaden their experiences and to manage learning in a variety of real-life contexts. Units include: communication, health and survival, health and fitness and work-related learning.

### **How will I be assessed?**

Students will complete a portfolio evidencing their understanding. This is assessed by the school and then a sample is moderated by the examination board.

### **What can I do with this qualification?**

This qualification is especially important in helping to build confidence in learners and preparing them well for future life. For some students with additional needs or low self-esteem, it can be useful in providing students with a real sense of what they would like to do once they leave Callerton Academy.

### **Useful websites and resources:**

<https://www.asdan.org.uk/>



What questions do you have about your option choices?

# NOTES

Use this space to make a note of any key points you need to think about when you are choosing your options .



