



ST CHRISTOPHER'S

A CHURCH OF ENGLAND ACADEMY

GCSE OPTIONS

2020



INTRODUCTION

Dear Pupil,

The Option Process represents an important milestone in your future and this booklet is designed to support you with your informed choices. Within its pages you will find a variety of subjects and courses on offer to you for your next two years at St Christopher's. Much effort has gone into making it both informative and interesting; it is important that you understand where you have choice, and what those choices are, as well as gaining something of the 'flavour' of the subject matter and style of working.

Please read this booklet carefully. There are details about subject content, styles, frequency of exams and suggestions of curriculum expectations. These details will help you to gain an idea of the work you will be covering and how you will be expected to work. Be careful not to simply choose new subjects for their originality but look **carefully** at their suitability for you. Try to consider your whole programme rather than looking at subjects in isolation. Some subjects complement one another, whereas others may be too close in content and might reduce your flexibility later in your educational/professional journey.

Decide positively. Expect to succeed. Take responsibility for your future.

St Christopher's curriculum offer has been designed to give you the best chance of success in the long term and to ensure your mix of subjects is broad and balanced. Our Sixth Form and many other colleges ask for 5 grade 5 GCSEs as a minimum entry requirement to access any Level 3 course.

We all know that qualifications are not the only things needed for success in life: common sense, reliability, a willingness to learn, team spirit, communication skills, leadership qualities, time management, commitment, initiative, personal organisation, the list is endless, therefore, your KS4 curriculum is designed to give you opportunities to build on these important life skills.

All pupils will follow a compulsory curriculum of English, mathematics, science, RE, PE and PSHE. We anticipate that most of you will want to add to this core with a complementary range of academic subjects leading to GCSE qualifications that will place you in the strongest position to compete with young people from all over the country. This range should include the study of either history or geography and a foreign language. The government describes this suite of traditional subjects as the English Baccalaureate and we share their ambition that most of you will opt for this route. We strongly recommend that those considering university study look to follow the English Baccalaureate.

Mrs N Moran

GCSE COURSES

When you move into Year 10 in September 2020, you will study:

Examinations Subjects - Core	Periods Per Fortnight	Page
English Language and Literature	8	10 and 11
Mathematics	8	15
Religious Education	4	21
Combined Science	10	22
Or Separate Sciences	15	23

All students must choose **at least one subject** from Section A:

Examination Subjects - Section A Options	Periods Per Fortnight	Page
Computer Science	5	8
French	5	16
Geography	5	12
German	5	16
History	5	13

Choices may be made from the following subjects in Section B:

Examination Subjects - Section B Options	Periods Per Fortnight	Page
Art and Design	5	5
Business	5	6
Child Development	5	7
Drama	5	9
iMedia	5	14
Music	5	18
PE	5	20
Performing Arts	5	19
Technology Subjects:		25
Design Technology GCSE	5	26
Food Preparation and Nutrition GCSE	5	27
Graphical Communication GCSE (Art Spec.)	5	28
Textiles GCSE (Art Spec.)	5	29

You must indicate **TWO RESERVE SUBJECTS**.

THE OPTIONS PROCESS

Tuesday 25th February

Yr 9 Assembly to explain the Options process

Thursday 27th February

Pupils to receive 'Options Booklet'

Wednesday 4th March

Options Evening for parents/guardians (6.30pm– 7.30pm)

Thursday 12th March

Y9 Parents' Evening

Tuesday 17th March

Options Deadline

OPTIONS PREFERENCES

Before making your requests you must consider:

- Getting a balanced range of learning experiences
- Possible career requirements
- Further study post 16
- Personal interests and preferences

As well as your teachers, you may be able to get help from one or more of the following:

Mrs Moran
Mrs Collier
Mrs Hargreaves
Mr Gerrard
or your form teacher.

A successful art student will be a conscientious worker, who can apply themselves consistently as the course is made up of 60% portfolio and 40% controlled assessment (all work undertaken throughout the two year course can contribute to the final GCSE grade.)

During the course students have the opportunity to explore a variety of media and techniques including: drawing, painting, sculpture, print making and mixed media.

Investigating the work of existing artists, designers and craftsmen underpins the course therefore educational gallery visits are built into the course structure; enabling students to experience work in the flesh.

The assessment objectives require students to research, experiment, analyse and apply their findings to create a personal and informed response.

GCSE Art and Design supports the following career paths:

- Architecture
- Fashion and Textiles
- Fine Art
- Graphic Design
- Photography
- Product Design
- Web Design

Art is also useful for a career in teaching, retail, engineering and the media.

This course will result in a portfolio of artwork, preparing pupils well for all post 16 Art and Design courses.



This course aims to enable you to gain a critical understanding of the business environment that affects your daily life. By the end of the course you will be able to appreciate what is happening in the business world and why it is happening. This course looks at how businesses start and what can lead to their success, and also at how large corporations operate and how the external environment impacts on businesses.

This subject is both active and enjoyable. You need to be good at communicating and explaining your ideas and not be afraid of learning new concepts and working with numbers to solve business problems. You will learn how to be a creative thinker and make decisions. You will also learn about the world of business through research and investigation, as well as through practical tasks.

Course Content

The course is made up of two units. Whilst studying the first unit you will be introduced to the world of business and will look at how businesses are set up and run and what makes a successful business owner. In the second unit you will understand how to make effective business decisions and how to manage money efficiently. You will also learn how external factors affect businesses, for example the economy, interest rates, etc. You will learn how businesses promote themselves and keep their customers satisfied and how they manage the people who work for them.

How will you be assessed?

Component 1: Business Dynamics

Written examination: 2 hours

% of qualification: 62.5

Total marks: 100

Component 2: Business Considerations

Written examination: 1hr 30mins

% of qualification: 37.5

Total marks: 60

What can you do next?

The course will provide a basis for pupils wishing to progress to an AS, A-level or a Vocational A-level in Business. A GCSE in Business could also lead to work in a business-related profession such as accountancy, law, marketing or the finance industry.



LEVEL 2 TECHNICAL AWARD IN

CHILD DEVELOPMENT

What is Child Development?

Child development refers to how a child becomes able to do more complex things as they get older. Throughout the child development course we will look at how a child develops from before birth until 10 years of age. We will focus on the physical, intellectual, emotional and social changes that take place during that time.

Will you enjoy the subject?

This course is suitable for students who have a real interest in children's learning and development, their health and wellbeing. You will need to have a mature attitude as we cover the sensitive issues of Parenthood, Pregnancy and Birth. You will also need to be able to respect the opinions of others and be able to work in groups and independently.

Will you enjoy the course?

The course is equivalent to a GCSE and will count towards progress 8 and attainment 8 approved subjects. The course will consist of six main areas of study which will be taught throughout years 10 and 11 in a variety of different contexts:

- Child Health and Safety
- Communication and Language Development
- Education Provision (until the end of KS2)
- Growth and Development
- Learning and Play
- The Role of Professionals and Voluntary Organisations

How will you be assessed?

You will be assessed through two practical controlled assessment tasks. The research task carries 30% of the assessment for the subject and will be completed at the end of Year 10. The Child Study carries 30% of the assessment for the subject and will be completed in Year 11.

During the study you will be required to research, investigate and make observational visits of a child aged up to 10 years over a period of 4 - 6 months. It is essential that you have a child within this age group to study. It is your responsibility to organise this. The final 40% will be an external exam paper, consisting of multiple choice, short answer and extended questions set and marked by the board.

What could you do afterwards?

This course will provide a basis for students wishing to develop the skills and learn the theory that can prepare them for further study and employment within the child care sector such as BTEC Level 3 Children's Play Learning and Development, Cache Level 3 diploma in Child Care and Education, Level 3 Advanced Apprenticeship Early Years Educator and Level 3 Advanced Apprenticeship Health and Social Care. The Skills and knowledge acquired will also enhance career opportunities in Child Care, Teaching and Medicine.

Why should you study Computer Science?

This new and exciting qualification gives you an understanding of key computing concepts and the fundamentals of programming. It focuses on creating applications, such as mobile and web apps and computer games. This course creates an excellent bridge between GCSE and the study of computing at A-level.

In addition, it covers the range of key skills and knowledge required for employment in the computing sector. You will also have the opportunity to gain an understanding of the way computers work and to create and review several computer programming languages for real-life purposes based on your own interests.

Course Content

GCSE Computing is a highly practical course and you will be given the opportunity to demonstrate your understanding of a wide range of software applications and computer programming languages. You will be able to apply your knowledge of computer systems and programming to solve problems using rapid prototyping techniques to test out ideas and prove that they work. You will develop an appreciation of the range and power of computer applications and study systems analysis, algorithm design and programming concepts.

How will I be assessed?

GCSE Computing Science has two assessment components:

Paper-based assessment - An externally assessed written examination paper, duration two hours, worth 75% of the overall grade.

Controlled Assessment - An internally assessed controlled assessment task on practical programming, worth 25% of the overall grade.

What can I do next?

This course will provide a secure platform for access to higher level courses or set you on the path for a career in the IT industry. A good grade in GCSE Computing will enable you to move on to one of the specialist AS, A-level or a Vocational A-level course in IT or Computing. Alternatively, you may wish to complete a vocationally related course such as HND in Computing.



The Drama GCSE course can be broken down into three categories:

- Acting
- Theatre in Education
- Written Examination

During the course, you will prepare for two Controlled Assessments, where you will have the opportunity to devise, direct and even help to write some of your own performances.

You will also be given the opportunity to attend at least one live theatre production. Theatre can be intended to be a 'mirror' for real life events and so Drama is constantly changing and developing. Therefore the show you see will be one that is most relevant to your studies.

The remainder of the course is designed to allow you to reflect on your own work and the work of others. In addition, the GCSE in Drama can complement the English GCSE course, where a play is also studied in detail, and a percentage of the assessment is awarded for Speaking and Listening.

What pupils say....

'The course challenges your confidence at the same time as boosting it.' - Tara, Year 11

'Drama is a good course that gives you many opportunities to learn new skills.' - Dylan, Year 11.

'Drama helps you work better as a team and makes you appreciate the hard work that is put into anything you watch.' – Hannah, Year 11



Why is this subject important to me?

English Language is a compulsory core subject, studied by every student. The study of English Language is essential in building vital skills for life and is valued highly by employers and further education establishments.

How will I be assessed?

The final assessment for the GCSE qualification of English Language will be comprised of 100% examination performance. Students will sit two examinations at the end of Year 11.

The Paper 1 examination will assess abilities in Reading Fiction texts and Creative Writing.

The Paper 2 examination will assess abilities in Reading 19th and 21st Century Non-Fiction texts and Transactional and Persuasive Writing.

There will be one opportunity to sit the English Language GCSE examinations whilst students are at school. Unlike previous years, there will be no controlled assessment element completed in school.

Assessment will be based on the new 9-1 grading system. Tiers have now been removed from GCSE English Language. This means that examination question papers will cover the full range of abilities.

Every student will complete the syllabus for GCSE English Language and GCSE English Literature. These two separate GCSE qualifications but they will both be studied simultaneously in English lessons throughout Years 10 and 11.

The skills and knowledge developed whilst studying English Literature both enhance, complement and to a great extent overlap the skills required to succeed in English Language.

What can I do after I have completed the course?

GCSE English Language provides you with a useful foundation for any post-16 course that will require you to: read a wide range of fiction or non-fiction texts; communicate verbally with others and complete written assessments. Many students decide to extend the study of English by completing an A2 Level course in English Language or Combined English. Achievement in English at all levels is advantageous and often essential for a wide variety of academic, business and vocational courses and careers. Universities, Higher Education colleges and Apprenticeship schemes often specify a minimum standard of GCSE English Language as an entrance requirement.

Why is this subject important to me?

English Literature is a compulsory subject, studied by every pupil. The study of English Literature helps build vital skills for life and is valued highly by employers and further education establishments.

How will I be assessed?

Every pupil follows the GCSE English Literature Course as well as the English Language course. These are two separate GCSE qualifications which will be studied simultaneously in Year 10 and 11 English lessons. The final assessment of GCSE English Literature will be by examination. Pupils will sit two papers at the end of Year 11.

Paper 1 examination will assess pupils' knowledge and understanding of a 20th Century Play, a 19th Century Novel and Unseen Poetry.

Paper 2 examination will assess Shakespeare and a Poetry Anthology.

Grading will be based on the new 9-1 system. Tiered papers have now been removed from GCSE English Literature. This means that examination question papers will cover the full range of abilities.

What can I do after I have completed the course?

GCSE English Literature provides you with valuable analytical and critical skills, and so achievement in English Literature will be highly regarded for a wide variety of academic, business and vocational courses and careers, including: Combined English, Law, Politics, Religious Studies, Theology, Philosophy, History, Critical Studies as well as many more.



Why study Geography?

Geography will help students form a clear view of the world in the 21st century. Geography looks at what is happening to people and our planet now. It allows students to fully appreciate and learn from the world around them.

Many students continue with Geography beyond GCSE, possibly leading to careers in surveying, agriculture, estate management, education, town planning, tourism, company management, meteorology, geology, hazard control and environmental management.

What will I study?

The course syllabus covers a wide range of human, physical and environmental Geography:

- Coastal Landscapes
- Cold Environments
- Development and Globalisation
- Ecosystems and Tropical Rainforests
- Energy and Water
- Natural Hazards - Plate Tectonics
- Resource Management
- River Landscapes
- UK Physical Landscapes
- Urban Issues
- Weather Hazards and Climate Change

These topics consider many of the issues that are the focus of national and global attention today. If you want to know more about them and understand their consequences, then you will enjoy your time studying Geography.

What skills will I develop?

Geography is an interesting and relevant subject to study, and is well regarded in higher education and industry. Students are taught the skills required to seek evidence and evaluate the different viewpoints associated with Geographical issues. It can widen the horizons for those students wishing to specialise later in sciences, arts or languages.

How will I be assessed?

You will be assessed in three exams, all of which are taken at the end of Year 11. Two of these are on core physical and human issues, and they comprise 70% of the overall marks when added together.

The third exam is on 'Geographical Applications'. This is an assessment of a pre-release issues booklet, and fieldwork skills. The booklet is released twelve weeks before the exam and is worth 30% of the final mark.

Further information

Geography fieldwork is a rewarding break from the classroom. You will spend at least one full day out of school collecting information that will be used to prepare for the 'Geographical Applications' exam. Last year, Geography students visited Sabden Brook in the Ribble Valley to conduct an investigation into changes taking place along the course of a river. There may also be the opportunity to participate in a fieldtrip abroad; in recent years we have visited Rome and Catalonia.



Why should you study History?

The study of history helps you to appreciate not only the past but the world in which you live in today. The GCSE course also offers you an opportunity to develop a range of transferable skills and techniques which will assist you in other subjects and in the Sixth Form, ranging from analysis and extended writing to debate and personal research.

Will you enjoy it?

We offer a lively and stimulating course which gives you detailed knowledge of the recent past and helps you to understand modern events. To do well in History GCSE you need to be fascinated by the major events of the world during the last thousand years. If you are intrigued and curious about issues from the Battle of Hastings to the First World War, the Hitler Youth in Nazi Germany to Islamic Medicine in the Middle Ages, then this is the course for you.

The subject should be particularly appealing to those who enjoy writing about their ideas, developing logical arguments and researching from a range of evidence. In an age of information overload, the ability to recognise and evaluate bias is a real skill and one which is uniquely developed in the history classroom.

What will you study?

The GCSE History course is comprised of the following examined units:

- One period study: Germany 1890-1945: Democracy and Dictatorship
- One wider world depth study: Conflict and tension: 1918-1939
- One thematic study: Britain: Health and the people, c1000 to the present day
- One British depth study including the historic environment: Elizabethan England, c1568-1603

How will I be assessed?

Paper 1: 2 hours, 50% of your GCSE

Paper 2: 2 hours, 50% of your GCSE

How will it help me in the future?

Studying History provides you with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. It is highly regarded by Colleges and Universities, helping you to progress into such careers as Law, Media and Politics.



Edexcel Level 2 Certificate in iMedia has been designed to teach digital design skills and enable young people to use digital tools to express their creativity in an informed and responsible way. It aims to equip young people with the knowledge, understanding and skills they need to design and make effective digital products for others to use, and to support future learning and exploit the creative digital industries.

The qualification has been developed to reflect the increasing use of creative digital computing in everyday life, with greater emphasis on creative design and development. Delivered over two years, the course is equivalent to one GCSE at grades A*-C and comprises two units:

Course Content

The course is made up of two units:

Unit 1: Developing Web Products - This unit acknowledges the increasingly significant role of the world wide web in everyday life. It develops the skills and knowledge needed to produce effective web authoring and evaluation skills.

Unit 2: Game Making - This unit will allow students to design and develop a game and also look into the functionality and user experience. It will also focus on the wider promotional activity of the game to an audience.

How will I be assessed?

Each unit will be assessed by the following methods:

Unit 1: Developing Web Products - This unit is assessed by a practical computer-based examination. The examination will last 2 hours and 30 minutes. The total number of marks is 50. The examination consists of one task divided into two activities:

- Activity 1: Use web authoring and other software to create a web product.
- Activity 2: Evaluate the product.

Unit 2: Game Making - This is assessed through a Summative Project Brief (SPB) and is internally assessed/externally moderated, this consists of five strands, with a total of 33 marks:

- Design and development
- Functionality of game
- Promotion of game
- Review
- User experience (UX).

What can I do next?

This course will provide a secure platform for access to higher level courses or set you on the path for a career in the IT industry. A good grade in Level 2 Certificate in Digital Applications will enable you to move on to one of the specialist A-level or a Vocational A-level course in IT or creative media. Alternatively, you may wish to complete a vocationally related course such as HND in Digital Design and Development.

Why is this subject important to me?

Mathematics is a compulsory core subject studied by all students. It is essential in building vital skills for life and is valued highly by employers and further education establishments.

What will I learn?

Students continue to study Mathematics at KS4, working towards a GCSE examination at a level appropriate to their ability and progress made at KS3.

The GCSE Mathematics syllabus forms the subject content. In practice, this involves the study of Mathematics under the headings of Number and Algebra, Ratio, Proportion and Rates of Change, Geometry and Measure, Statistics and Probability.

Elements of Functional Mathematics and problem solving have been embedded into the new specifications and assessments. This introduction helps ensure that students have the skills they need to use Mathematics in real-life contexts.

How will I be assessed?

- The course is assessed at two tiers: Foundation (grades 5-1) and Higher (grade 9-4)
- This is a linear syllabus with assessment at the end of the course. There is no coursework element.
- There are three papers, one non-calculator and two calculator.
- Both tiers are examined once only at the end of Year 11.

What can I do after I have completed the course?

GCSE Mathematics provides a useful foundation for many post-16 courses and training opportunities. Many students decide to extend the study of Mathematics by completing AS and A2 Level courses in Mathematics and Further Mathematics.

Achievement in Mathematics at all levels is advantageous and often essential for a wide variety of scientific, business and technological vocations. Universities and Higher Education colleges often specify that a grade C/5 in GCSE Mathematics is needed as an entrance requirement for most courses.



What does the course involve?

The GCSE courses in French, German and Spanish are based entirely on final exams. There are no controlled assessments or coursework. All pupils have already begun the GCSE course in their chosen language in Year 9.

During Years 10 and 11, you will practise and develop the four key skills of listening, speaking, reading and writing in a variety of topic areas under the following themes:

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

GCSE French, German and Spanish have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. That is to say either all foundation or all higher. You cannot mix and match in different skill areas. Pupils may only opt for the language they are currently studying in Year 9.

How will I be assessed?

You will be assessed by the following four methods:

Paper 1: Listening

25% of final marks.

35 minutes (Foundation Tier) or 45 minutes (Higher Tier)

Both timings include 5 minutes' reading time of the question paper before the listening stimulus is played.

Paper 2: Speaking

25% of final marks.

7-9 minutes (Foundation Tier) or 10-12 minutes (Higher Tier)

The exam will consist of 3 sections: a role play card, a photo card stimulus and general conversation. It will be conducted by your French teacher.

Paper 3: Reading

25% of final marks.

45 minutes (Foundation Tier) or 1 hour (Higher Tier)

The exam will consist of comprehension questions in English and French, and a translation from French into English.

Paper 4: Writing

25% of final marks

1 hour (Foundation Tier) or 1 hour 15 minutes (Higher Tier)

At Foundation Tier, the exam will consist of writing a message, a short passage, translation from English into French, and a structured writing task (choice of two questions). At Higher Tier, the exam will consist of a structured writing task (choice of two questions), an open-ended writing task (choice of two questions), and a translation from English into French.

What type of work could it lead to?

It's a myth that the only jobs which use languages are teaching or translating. It's true that there is a great demand for language teachers and translators, but other types of work it could lead to are:

- Banking and Finance
- Business Services
- Community, Social and Personal Services
- Education
- Health and Social Work
- HM Forces
- Hotel/Leisure Industry
- Journalism
- Manufacturing
- Public Administration
- Sales and Marketing
- Secretary
- Transport and Communications
- Travel Industry
- Wholesale and Retail Industries

Even if you stop after GCSE level, you will have given yourself a very useful qualification, which could give you the edge when competing with other applicants for a whole host of jobs.

Everyone speaks English though, don't they?

It's also a myth that everyone speaks English so we don't need to learn another language. In fact, 90% of the world's population live in countries where English is not the native language and 75% of the world's population don't speak any English at all.

Learning a language makes our minds stronger and more flexible and opens up a whole new world of travel and employment. So the question shouldn't be 'What's the point of learning a language?', it should be 'Can I afford not to learn a language?'

If you have any questions about the new GCSE courses in French, German or SPanish, then please speak to your teacher, or any member of the MFL Department.



Do you enjoy performing and composing music?

Would you like to learn more about how to compose your own music?

Do you enjoy playing an instrument or singing?

Do you enjoy listening to a wide variety of music from popular music to classical?

Would you like an exciting and diverse course?

GCSE Music is an academically demanding, yet interesting and varied course covering three main areas in music:

- Performing
- Composition
- Listening to and appraising music

All the work that you have undertaken in years 7-9 prepares you for the GCSE course in Music. The examination at the end of the two-year course is mainly practical with 60% of the examination as coursework in performing and composing.

Performing Music - 30%

You have to submit two performances to the exam board which must be recorded in year 11.

One performance is a solo piece, which can be accompanied, on your main instrument or voice.

Your second performance has to be an ensemble performance where you work with others and demonstrate good ensemble playing. Your performances are expected to be a minimum standard of Grade 3 equivalent and total a minimum of four minutes in length. You can also perform using music technology and DJ-ing.

Composing Music - 30%

You will submit a portfolio of two compositions to the exam board at the end of your GCSE course.

The first composition is a free choice and you can compose music in any genre that you are comfortable with. The second composition is in response to an exam brief set by the exam board at the beginning of year 11. You must show in both these compositions that you can develop musical ideas, demonstrate technical control of the instruments you have used and compose with music coherence using good form and structure.

Listening to and Appraising Music - 40%

This listening examination takes place at the end of the course and lasts for 1 hour and 45 minutes. There are two sections in the examination:

Section A will test your knowledge and you will answer questions on eight pieces of previously unheard music all based upon the four areas of study, The western Classical Tradition 1650 – 1900, Popular Music, Traditional Music and The Western Classical Tradition 1910 onwards.

Section B will require in-depth knowledge of two pieces of music that you have studied during the course. These are Haydn Symphony no. 101 'The Clock' movement 2, and one chosen from Copland's Saturday Night Waltz and Hoedown from Rodeo, Santana's Smooth, Migra and Love of my Life from Supernatural or With a little Help from my Friends, Within You, Without You, and Lucy in the Sky with Diamonds by the Beatles.

LEVEL 2 TECHNICAL AWARD IN

PERFORMING ARTS

Do you enjoy performing on the stage as an actor, dancer, singer, musician?

Have you an interest in costume design, set design, lighting, sound, stage make-up?

Could you see yourself writing for the stage?

Can you choreograph dance?

Are you interested in PR or film production?

The Level 2 Technical Award in Performing Arts is a brand new course, equivalent to GCSE and included in the Government's attainment tables. It offers an exciting and practical course for 'all things Theatre' and is an ideal preparation for further study at A-level or BTEC Level 3. The course is suitable for performers and technicians alike and encourages a wide variety of skills to be built upon and expanded over the two years. The course is mainly practical, but with some in-depth research and exploration of the Performing Arts Industry. There are three units; two internally assessed units and one externally assessed written examination.

Unit 1: Unlocking Creativity - 30%

You will be asked to come up with a performance idea based on guidance from a range of different theatre practitioners. You will learn how to understand, plan and deliver all the activities required to put on a successful performance including business planning and pitching. You will produce a portfolio of research, planning and ideas demonstrating how you put on the performance and then you go on to pitch this idea as a group to camera. The production pitch will be recorded and you will also perform a short extract of the performance idea and these alongside the portfolio of evidence will be assessed.

Unit 2: The Performance / Production - 30%

You will work towards producing a performance to an audience based on a list of five briefs. You will choose a minimum of two disciplines from either a list of performance roles including acting, dancing, singing, instrumental musician, musical theatre, variety performance, pantomime, physical theatre and circus skills or a list of production roles including costume, set design, properties, make-up, lighting, sound, stage, original writing, directing, choreography, PR and film production. The Performance is recorded and assessed and your planning / preparation has to be clearly documented.

Unit 3: The Performing Arts Experience - 40%

You will combine all your knowledge from units 1 and 2 to answer this one and a half hour written exam paper about the performing arts industry. You will answer questions on the following:

- Approaches to rehearsal
- Design and technical elements
- Health and safety
- Marketing and public relations
- Reviewing performances
- Roles and responsibilities within the performing arts industry
- The role of performing arts in society
- The variety of job roles available both as performer, designer or technician
- Theatre / Film in education
- Working as a deviser/performer/director

To do well in this course you must:

- Have an active interest in sport, both in PE lessons, and outside school
- Be proficient in 3 sports and be able to be assessed in them in a competitive situation
- Want to learn more about the theoretical side of PE, such as what happens to our bodies when we exercise, the different methods of training, anatomy and physiology, sports psychology and socio-cultural influences.

During the course you will:

- Spend the majority of lessons on the theoretical content of the course.
- Use some Core PE lessons to aid your practical assessments.
- Be required to provide video evidence for 'off site' activities.
- Learn about health and fitness, and factors which may affect how you perform in sport.
- Learn about the factors that affect people who participate in sport, including social aspects e.g. family and peer groups.

How will you be assessed?

40% of the GCSE is based on your practical performances. It is preferable that you can perform competently in 3 different sports, one of which must be a team sport and one an individual. The onus of the practical assessment is down to the GCSE pupil who must have the necessary dedication and commitment. It is very difficult to achieve a good GCSE if the practical grade is not good. 10% of the 40% comes from writing a written piece of Non-Examined-Assessment (NEA - coursework) which looks at analysing fitness and performance.

Terminal Examination (60% of overall mark). A lot of new terminology and content means that hard work is needed from the very beginning of the course in order to retain the vast (large? amount of information needed when sitting the exam.



At our church school, we expect all pupils to gain a GCSE RE qualification. We follow the examination board AQA's Specification A, which involves pupils sitting two one and three quarter hour long papers, which are each equally weighted, carrying 50% of the final mark.

The first paper will involve an in-depth study of the beliefs and practices of two world religions, one of which will be Christianity.

The second religion studied will be either Islam, very relevant to life in and around Accrington in the 21st century, or Judaism, which itself is fascinating, and is closely linked to the Christian faith. Individual RE teachers, and their own areas of expertise and strength will determine whether the second world religion studied is Islam or Judaism. Preparation for the second paper will involve a systematic study of four 'themes' centred around moral issues, including content such as 'Religion and human rights,' 'Religion and life issues;' and 'Religion, conflict and peace.'

To do well in RE, pupils need to understand moral, religious and spiritual issues. They have got to be able to develop reasons and arguments to support their own views and beliefs, but also to understand the counter-reasons and arguments of people with different views to their own. Secondly, they have to be able to understand religious beliefs about moral, religious and spiritual issues. They have to be able to explain Christian beliefs and will gain a sound grasp of controversial moral issues like war, abortion, drugs and the treatment of animals.

It must be clearly understood that the RE Department operates within the strong Christian ethos of our Church School. The delivery of the specification content will therefore be quite unlike that in Community Secondary Schools.

RE is highly valued in any job that involves working with people. (Apart from a lighthouse keeper, try thinking of a job that does not involve working with people!) This is particularly true of the caring professions, such as nursing, teaching and the police.



SCIENCE (COMBINED AWARD)

All students will study the combined science course; however, it is an **option** to take Triple Science whereby students will study GCSE Biology, Chemistry and Physics, gaining three Science GCSE's as opposed to the traditional two.

What to expect:

The course is both theoretical and practical. Students will cover the AQA specification over two years and will sit linear exams at the end of the course (100% of which goes towards their GCSE grades).

What will I learn?

Science touches all our lives, whether we are looking into the furthest reaches of space or at the microorganisms that damage our health, huge moral issues such as climate change, energy production, food and overpopulation, health and how we can better use our dwindling resources.

Having an understanding of Science will enable you to make sense of and adapt to a rapidly changing world. Almost all careers need some foundation scientific knowledge.

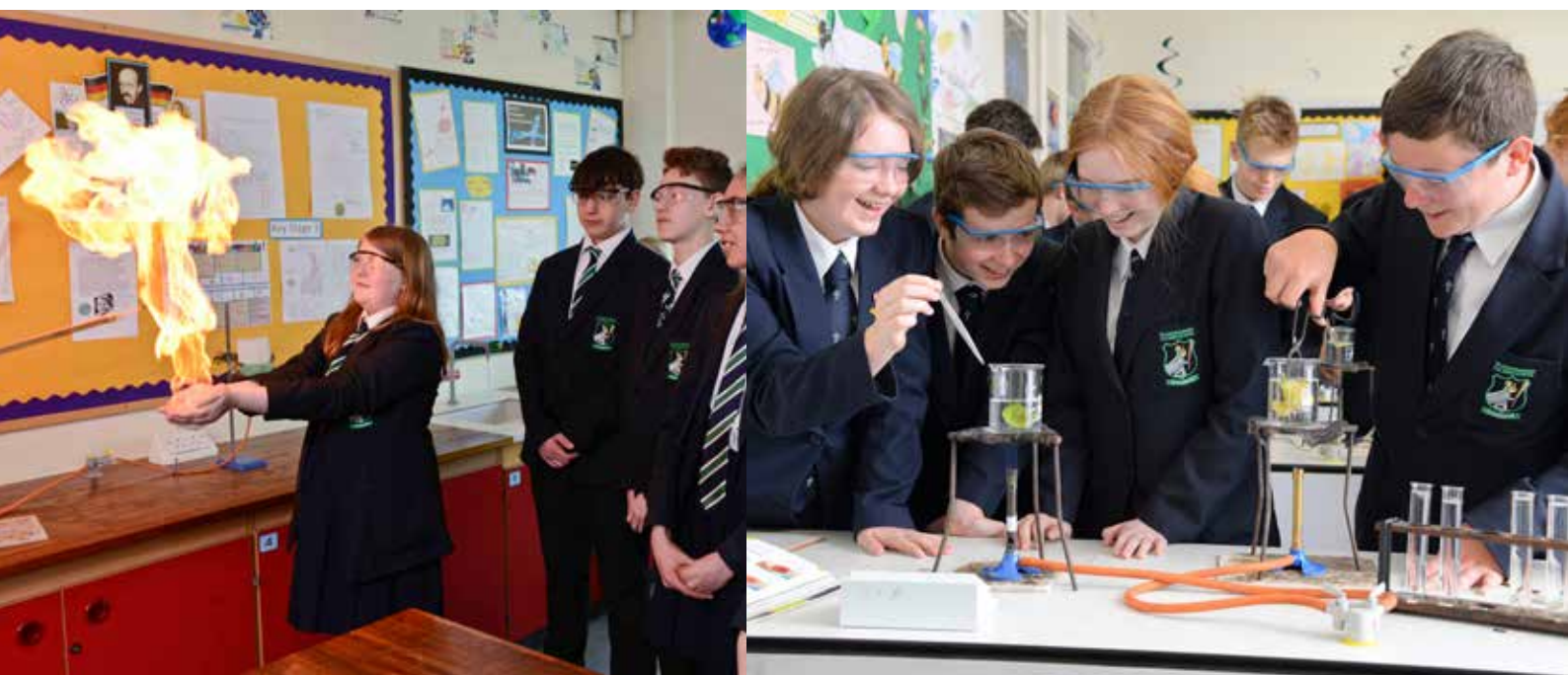
All students must study a Combined Science and we offer a wide range of interesting topics that will challenge your child and look beyond some of the headlines about Science and help them to become scientifically literate.

How will I be assessed?

The examined units will be assessed by terminal examinations. Pupils will achieve a double GCSE grade.

What can I do after I have completed the course?

Many of our students will go on to take A-levels or pursue further education. Some gain apprenticeships in STEM (Science, Technology, Engineering and Maths) careers. Others go into full time work. The achievement of good grades in this option is viewed very positively by colleges and employers alike.



SCIENCE (TRIPLE AWARD)

All students will study the combined science course; however, it is an option to take Triple Science whereby students will study GCSE Biology, Chemistry and Physics, gaining three Science GCSE's as opposed to the traditional two.

What to expect:

The course is both theoretical and practical. Students will cover the AQA specification over two years and will sit linear exams at the end of the course (100% of which goes towards their GCSE grades).

It is the most suitable for students whom have realistic ambitions of a career in Science or engineering. Although it is the preferred pathway for A Level Science study, you can go on to study A Level Science with Combined Science.

What can I do with Triple Science?

The three GCSE's in Biology, Chemistry and Physics will provide you with the essential knowledge and skills required for Sixth form Science Study which could then have the potential to lead onto careers such as:

- Astronomer
- Cancer research
- Marine biologists
- Medicine
- Nursing
- Opticians
- Robotics
- Veterinary medicine
- Zoologist

How do I achieve on this course?

To achieve on this course, you should be a committed and hardworking student who strives to be the best and has a real passion for Science. You will be expected to produce work to a high standard and develop your practical skills.

Be prepared for your imagination to be stretched and challenged.

What you will miss out on if you don't choose Triple Science

Biology: The inner workings of the brain, the structure and function of the eye, adult cell cloning and exciting cutting-edge biotechnology and sustainable food technology.

Chemistry: Learn to identify unknown substances using chemical analysis techniques as seen in CSI, approach nanotechnology (the frontier of engineering) alongside solving the energy crisis through hydrogen fuel cells.

Physics: Walk with Neil Armstrong as you explore the spectacular workings of the solar system and the beyond, delving further into pressure, electricity and into nuclear uses in medicine.

YOUR TECHNOLOGY CHOICES EXPLAINED

Why study a Technology subject?

The wide range of Technology courses on offer are inspiring, rigorous and practical subjects, which prepare you to live and work in the modern designed and made world. They are not simply craft subjects but sophisticated, comprehensive subjects incorporating modern technologies. With the current skill shortages in the creative, manufacturing and engineering industries there are many job opportunities in these areas, making these courses valuable subjects for young people to study as they can lead onto a whole range of career options at different levels. The many possible career progression and training routes from our courses include A level, Level 3 courses and degree courses, but they can also be used as preparation for related apprenticeships and vocational courses beyond main school.

What skills will I learn from a Technology Subject?

Technology courses teach and develop a wide range of skills such as practical skills, problem solving, independent study, creativity, communication, risk taking, teamwork, innovation and time management, all highly prized by employers. They teach pupils to apply IT, numeracy, and literacy and science skills to real world problems and give anyone useful skills for life.

Can I study more than one Technology subject?

Pupils should be careful to keep a broad and balanced curriculum but for a few skilled Technology pupils who wish to specialise in a career in a related Technology area, this may be very useful and possible. Please discuss this possibility further with staff.

This year, the Technology options available to you are as follows:

- Design Technology (GCSE)
- Food Preparation and Nutrition (GCSE)
- Graphical Communication (GCSE Art Specification)
- Textile Design (GCSE Art Specification)

Over the next few pages, these individual courses will be explained to you in detail, giving you the information that you need in order to make an informed decision as to whether or not you'd like to study one of them.



For many years Design and Technology has been available to study at GCSE in a wide range of courses each covering a different material area such as Resistant Materials, Graphic Products, Electronic Products and Textiles. These different courses have now been replaced by a single qualification covering all the different material areas. The course will build upon what you have learnt about designing and making in Key Stage 3. You will use your knowledge and skills to design and make new and better solutions to real problems on your own and with others, working with and combining a variety of different materials.

Why should I study GCSE Design and Technology?

GCSE Design and Technology is an academic qualification and opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management which are highly prized by employers.

Am I suitable?

Do you enjoy solving problems? Working independently? Do you have a keen interest in the practical sciences and enjoy both designing and making? You will also be expected to be able to understand underlying scientific principles.

What will I learn?

The GCSE allows you to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. You will also have the opportunity to study specialist technical principles in greater depth.

How will I be assessed?

In Year 10 you will undertake a series of practice projects, learning how to design, study theory and acquire new practical skills. In Year 11 pupils will complete a single design and make project worth 50% of the total available marks for the GCSE. The remaining 50% will be assessed via a single two-hour written exam.

Where could GCSE Design and Technology take you?

- A-Level Design and Technology
- Degree courses in Architecture, Design, and various Engineering disciplines e.g. Civil, Mechanical and Aerospace
- Apprenticeships such as: Computer Aided Design, Graphic Design, Manufacturing and Building
- Technical and Applied vocational qualifications such as: Computing, Construction, Design, Manufacturing and Building
- Many exciting careers in Design, Manufacturing or Engineering.

FOOD PREPARATION AND NUTRITION

This is an exciting academic GCSE that will teach you the knowledge, understanding and skills required to prepare foods and understand the food science, nutrition, health aspects and wider environmental issues.

Why should I study GCSE Food Preparation and Nutrition?

This academic qualification opens the door to a wide range of careers in the food science, food manufacturing or hospitality and catering industries. It is also excellent preparation for careers in many other fields like medicine, science and health and fitness. Whatever career you choose, the knowledge and skills you learn, will be extremely valuable.

Am I suitable?

Do you enjoy solving problems, working independently; are you interested in food, how it's made and how it affects our health? You will also need to be able to understand underlying scientific principles.

What will I learn?

You will learn to safely and skilfully create wide range of delicious quality dishes including: super starters, mouth-watering mains and delicious desserts. You will learn to make informed decisions about food and nutrition in order to be able to feed yourself and others affordably and nutritiously. You will learn about cereals, fruit and vegetables, sugars, dairy, fats, meat, fish and vegetarian alternatives. You will be interested in where they come from, their value and health in the diet and their working characteristics. Time will be spent conducting edible experiments to understand the changes that occur during preparation and cooking. You will also study the role of the main nutrients in our diet, their sources, function and deficiency diseases. Your studies will help you to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

How will I be assessed?

In Year 10 you will undertake a series of practice projects, learning how to design, study theory and acquire new practical skills. In Year 11 you will be asked to conduct a practical scientific food investigation and report, assessing your knowledge, skills and understanding of the scientific principles behind a dish worth 15%. You will also be challenged to plan, prepare, cook and present a menu assessing your knowledge, skills and understanding planning, preparing, cooking and presenting the food worth 35%. The remaining 50% will be assessed via a single written or electronic exam.

Where could GCSE Food Preparation and Nutrition take you?

The opportunities to work within the food or industry really are endless. It is one of the biggest, expanding, multinational employment sectors. This qualification is an excellent preparation for a career in a food related profession such as Food technologist, Teaching, Business management, Food journalist, Food critic, Sports nutritionist, Food science or Dietetics, Food manufacturing, Quality control, Sales, Product development, Buyer, Store manager, Environmental Health Officer, Microbiologist, Nursing and Child care; or simply just developing practical cooking skills for life. Apprenticeships and careers in hospitality and catering are also available leading on from this qualification.

Why should I study Graphic Communication?

Do you enjoy coming up creative solutions to design contexts? Do you like sketching designs and investigating different media to form designs or enjoy computer aided design? The course can be a great starting point into a future career or the skills learnt are transferable into many job paths. This is an ideal course to develop your inventive and imaginative skills and you will build a quality portfolio of work.

Am I suitable?

Are you hardworking and do you enjoy creative and experimental hands on learning in Graphics? You will develop many skills through experimentation with a range of Graphical media. You must be committed to your own development both in class and through independent home learning.

What will I learn?

Learners develop their knowledge and understanding of creative processes through experimentation with a broad range of media and the refinement of their practical skills. Learners will experiment with a wide variety of creative applications whilst developing their personal ideas and research into the work of artists and graphic designers. There is a wide range of projects to stimulate interest in many fields of graphic design.

How will I be assessed?

Unit 1: Personal portfolio 60%

Unit 2: Exam 40%

The personal portfolio covers several mini projects and one major project which students choose from a variety of starting points. Learners will explore and analyse the work of other artists and designers, making critical and contextual links between the artist's work and their theme, enabling students to develop their own work further with a greater level of understanding. They refine their work and complete a personally informed and meaningful practical outcome/s.

In the exam unit learners initiate and extend their own ideas and work more independently. This has an externally set theme. The final outcome to this will be produced under Controlled Assessment exam conditions over a period of 10 hours.

Formative assessment and target setting takes place each term; students will receive written and verbal feedback and time for individual response.

Where could Graphical Communication take you?

From this course you could go on to A-level or a specialist college course and later degree study or an apprenticeship.

Possible career paths include: Advertising Artist, Logo Designer, Animator, Desktop Publishing, Digital Photographer, Graphic Designer, Illustrator, Multimedia Specialist, Print Specialist, Teacher, Web Designer, Signage Designer, Brand Identity Developer, Packaging Designer, Photography and Visual Journalist.

Why should I study Textile design?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Textile Design is a great choice.

Textile Design is your chance to design products for woven, knitted, stitched, printed or decorative textiles. Areas of study include fashion design and illustration, costume design, constructed textiles, printed and dyed textiles and digital textile work. This GCSE will provide students with the necessary textile and fashion skills that can lead to a greater understanding and successful completion of the A Level Textiles Fashion Level 3 course available at Sixth Form.

Am I suitable?

Are you hardworking and do you enjoy creative and experimental hands on learning in textiles? You will develop many skills through experimentation with a range of textile media. You must be committed to your own development both in class and through independent home learning.

What will I learn?

Learners develop their knowledge and understanding of creative processes through experimentation with a broad range of media and the refinement of their practical skills. Learners will experiment with a wide variety of textile surfaces and fabric manipulation techniques, whilst developing their personal ideas and research into the work of historical and contemporary fashion and textile artists and designers.

How will I be assessed?

Component 1: Personal portfolio 60%

Component 2: Exam 40%

The personal portfolio covers two themes where learners engage in workshop sessions and develop their theme through the understanding of textile materials, techniques and processes. Learners will explore and analyse the work of other artists and designers, making critical and contextual links between the artist's work and their theme, enabling students to develop their own work further with a greater level of understanding. They refine their work and complete a personally informed and meaningful practical outcome.

In the exam unit learners initiate and extend their own ideas and work more independently. This has an externally set theme. The final outcome to this will be produced under Controlled Assessment exam conditions over a period of 10 hours.

Formative assessment and target setting takes place each term; students will receive written and verbal feedback and time for individual response.

Where could Textile Design take you?

From this course you could go on to A-level and degree study or related Level 3 vocational courses or apprenticeships.

Possible career paths include: Fashion designer, Tailor, Dress maker, Garment technician, Interior designer, Costume designer, Children toys designer, Manufacturer, Buyer, Visual merchandiser, Stylist, Teacher, Marketer, Footwear designer, Sports wear designer, Textiles designer, Fashion illustrator, Journalist, Photographer and Surface decoration designer.

OPTIONS 2020 FORM



Before you complete and return this form please ensure that you have:

- Studied the Option Guide Booklet
- Attended Parents' Information Evening (Wednesday 4th March)
- Attended Parents' Consultation Evening (Thursday 12th March)

IMPORTANT NOTICE

Many pupils will want to study courses that will lead to the English Baccalaureate (EB). This government measure is designed to offer a good quality of education across a range of academic subjects and disciplines. **If you would like to study the EB you will need to choose either History or Geography and a foreign language as part of your options selection (SECTION A).**

Instructions

- You are invited to make **THREE** subject choices which you should number in order of preference (1, 2, 3)
- Two reserve choices should also be made (choices 4 and 5)
- Select at least one subject from Section A and then make further choices from either A or Section B
- The deadline for the return of this form is **Tuesday 17th March 2020**

Section A

Computing	<input type="checkbox"/>	French	<input type="checkbox"/>	Geography	<input type="checkbox"/>
German	<input type="checkbox"/>	History	<input type="checkbox"/>	Spanish	<input type="checkbox"/>

Section B

Expressive and Performing Arts

Art	<input type="checkbox"/>	Drama	<input type="checkbox"/>	Music	<input type="checkbox"/>
Performing Arts	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>		

Technology

Design Technology	<input type="checkbox"/>	Food Preparation and Nutrition	<input type="checkbox"/>	Graphical Communication	<input type="checkbox"/>
Textile Design	<input type="checkbox"/>				

Other Subjects

Business	<input type="checkbox"/>	Child Development	<input type="checkbox"/>	iMedia	<input type="checkbox"/>
Triple Science	<input type="checkbox"/>				

All forms must be returned to your form tutor by Tuesday 17 March 2020

Pupil name: Form:.....
Parent signature: Date: DD / MM / YYYY



**“That person is like a tree planted by streams of water,
which yields its fruit in season and whose leaf does not
wither - whatever they do prospers.”**

Psalm 1:3



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