



CALDEW SCHOOL

Subjects at KS4



ART



MUSIC



ASPIRE.BELIEVE.ACHIEVE

Caldew School's guide to GCSE courses

ENGLISH LANGUAGE and ENGLISH LITERATURE

COURSE DETAILS

All students will work towards two GCSEs, in **English Language and English Literature**.

Exam Board: AQA

Website: www.aqa.org.uk

English Language

In English Language, students will study creative reading and writing, responding to and creating fiction and non-fiction, exploring writers' viewpoints and perspectives.

They are assessed through exams at the end of Year 11, with two 1 ¾ hour papers, each worth 50% of the GCSE in English Language. Students' reading will be assessed by a series of questions - some on a single text, others asking students to make links. The questions carry a variety of marks, from shorter four-mark questions to longer (20 mark) responses. In extended writing, two fifths of the marks are awarded for technical accuracy so being able to write engaging and accurate texts to meet the needs of a variety of audiences and purposes will be practised extensively. Although not weighted in terms of the GCSE grade, there is also a speaking and listening component. Students will give a presentation which will be formally assessed and recorded separately on students' qualifications certificates.

English Literature

For English Literature, students will complete an exam on Shakespeare and a 19th century novel (40% of the GCSE). Students will study the texts in class and the exam will ask them to analyse closely a specific extract, as well as demonstrate their understanding and interpretation of the text as a whole. The remaining 60% of the GCSE is based on modern texts and poetry, responding to modern prose or drama as well as seen and unseen poetry.

MISS V ARCHER

MATHEMATICS

COURSE DETAILS

Exam board: Edexcel

Website: <http://qualifications.pearson.com/en/home.html>

SETTING ARRANGEMENTS

The Mathematics course offers two tiers of entry, Foundation and Higher. Students are set by ability with regular assessments used to judge progress and to inform set changes.

All students study for the GCSE and a very small number of students, who find Mathematics very challenging, are also entered for an Entry Level Certificate in Mathematics.

ASSESSMENT ARRANGEMENTS

GCSE Mathematics is assessed by three final exams. All the exams cover a range of content – Number, Ratio and Proportion, Algebra, Geometry and Statistics. In Paper 1 a calculator is not allowed, whereas in Papers 2 and 3 a calculator is allowed.

There is no coursework.

Exams are taken in the summer term at the end of Year 11.

TIERS OF ENTRY

There are two tiers of entry:

Foundation	Grades 1 to 5
Higher	Grades 4 to 9

There is overlap between the two tiers at grade 4 and grade 5. To access the higher grades (6, 7, 8 and 9) students cover a wider range of topics, and demonstrate a knowledge of the Foundation topics to a greater depth.

HOMEWORK POLICY

In Years 10 and 11 one hour, at least, of homework per week will be set although it is expected that for many students this will be a minimum. This may take the form of two shorter tasks in that week or one task of a longer nature.

MR M MOODY

PHYSICAL EDUCATION (PE)

COURSE DETAILS

PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. Caldew School's high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them.

Students participate in invasion and net game blocks in Key Stage 4 as well as fitness for life blocks in the fitness suite, athletics and striking games.

SETTING ARRANGEMENTS

The department will be guided by the timetable outcomes but we prefer to organise sets in single gender.

ASSESSMENT ARRANGEMENTS

Students are internally assessed on their ability to develop skills, evaluate and improve, develop physical and mental capacity and make and apply decisions. To pass many of the leadership courses students usually have to satisfy the course tutor that they are competent. For officiating they may have to log a certain amount of hours as a referee, judge or umpire.

OTHER DETAILS

Core PE is a compulsory subject in the National Curriculum and is an important activity in the pursuit of an active healthy, lifestyle. At Caldew School students participate in two hours of core PE each week in Year 10 which will drop to one hour in Year 11.

Students who choose GCSE PE will have extra PE lessons in addition to core PE.

MR M BUTLER

COMBINED TRILOGY SCIENCE

COURSE DETAILS

Exam Board AQA

Website: www.aqa.org.uk

GCSE Combined Science is a course which aims to give students the knowledge and understanding of science they will meet in their everyday lives. **Students will study two GCSEs over the two years.**

Through a wide range of activities students will be able to:

- Recognise the impact of science and technology on everyday life
- Take informed decisions about issues that involve science
- Understand the key points of media reports, and reflect on information included (or omitted) from these reports and other information
- Have a greater awareness of science and how scientists work

ASSESSMENT ARRANGEMENTS

The course is linear and therefore assessed through final exams at the end of Year 11. There are no controlled assessments in the new science qualification. Instead, questions in the written exams will draw on the knowledge and understanding students have gained, by carrying out the practical activities during the course of the two years. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts.

Exams will be 7.5 hours altogether, but broken up into separate papers, and will look to assess knowledge on Biology, Chemistry and Physics. There are six papers: two Biology, two Chemistry and two Physics.

Assessment will be using the new 9-1 grading system. The foundation tiers will cover grades 1-5 and the higher tier will cover grades 4-9.

MR P BROWN

SEPARATE SCIENCE

COURSE DETAILS

‘Separate Science’ refers to GCSE Biology, GCSE Chemistry and GCSE Physics.

Exam Board AQA
Website: www.aqa.org.uk

The Separate Science course has been developed to emphasise explanations, theories and modelling in science along with the implications of science for society.

Strong emphasis will be placed on the active involvement of students in the learning process and the specification encourages a wide range of teaching and learning activities. This is to be achieved by:

- Identifying activities and experiences which will excite learners’ interest through links to scientific ideas and their implications for society
- Providing opportunities to develop science explanations and theories

Students take all three sciences: Biology, Chemistry and Physics. Each subject follows a traditional science course exploring core scientific principles and building on these to give breadth and depth. Students will achieve GCSEs in Biology, Chemistry and Physics.

ASSESSMENT ARRANGEMENTS

The course is linear and therefore assessed through final exams at the end of Year 11. There are no controlled assessments in the new science qualification. Instead, questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities during the course of the two years. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts.

The exams will be 3.5 hours per subject.

Assessment will be using the new 9-1 grading system. The higher tier will cover grades 4-9.

MR P BROWN

LEARNING FOR LIFE

COURSE DETAILS

At Key Stage 4 students will receive one hour a week of Learning For Life. All students will take this subject and it is a non- examined course. The content continues to progress from KS3 in an age appropriate way and covers three main areas:

‘Living in a Society’ focuses on understanding how our society works and some of the issues that we face, while giving students the skills to navigate it successfully. This area includes topics such as; Social Media, Crime, Careers and Money.

‘Health and Wellbeing’ focuses on developing an understanding of how to keep a healthy mind and body. This area includes topics such as; Mental Wellbeing and Substance Misuse.

‘Relationships’ Focuses on developing an understanding of what makes positive relationships, while developing awareness of how certain behaviours can cause harm to others. This area includes; Gender, Relationships, Consent, Marriage etc.

The subject has been developed in line with new statutory guidance, but also in response to the needs of our students and what they have felt are important issues for them to study. Topics covered in Learning For Life lessons run in parallel to tutor time topics, delivered once per week, and Head of Year Assemblies, delivered every half term, to reinforce learning and allow the opportunity to discuss and expand on what is covered in lessons, and also respond to current events and issues.

Assessment

Whilst there is no GCSE examination for the subject there will be termly assessments and students will be graded and achieve a certificate at the end of Year 11.

MR N THOMPSON

ANIMAL CARE (BTEC)

COURSE DETAILS

Level 1/Level 2 Tech Award

Exam Board Edexcel

Website <https://qualifications.pearson.com/en/qualifications/btec-tech-awards.html>

The Pearson BTEC Level 1/Level 2 Tech Award in Animal Care is for learners who want to gain specific applied knowledge and practical skills by studying animal health and welfare.

The qualification enables learners to develop their practical skills, such as using appropriate equipment and techniques to handle and restrain different animals, and to prepare and clean out animal accommodation ready for use using realistic vocational contexts. It will also develop personal skills, such as self-management and communication, through a practical and skills-based approach to learning and assessment.

What will the student study as part of this qualification?

Learners will have the opportunity to develop knowledge and practical skills in the following areas:

- Component 1: factors affecting animal behaviour, the impact on handling and restraint, and when it is safe and unsafe to handle and restrain animals, and the practical application of safe handling and restraint techniques and equipment
- Component 2: features that need to be considered when selecting accommodation for animals to ensure it is appropriate and meets their needs, and the practical activities of preparing, checking and cleaning out animal accommodation using the appropriate equipment.
- Component 3: animal health and welfare, including signs of good and ill health, causes, transmission and treatment of common diseases in animals, the different health and monitoring checks, and the use of animals in society

Learners are required to complete and achieve all three components in the qualification. The final grade awarded for a qualification is the total score across all three components. A higher performance in some components may be balanced by a lower outcome in others.

Component Number	Component title	How assessed
1	Animal Handling	Coursework (/90)
2	Animal Housing and Accommodation	Coursework (/90)
3	Animal Health and Welfare	External exam (/120)

MISS J WAITE

ART & DESIGN

COURSE DETAILS

Exam Board AQA
Website: www.aqa.org.uk

In a world where creative industries are thriving, the range of opportunities for those with Art qualifications are many and varied.

GCSE Art & Design provides an excellent outlet for imaginative and creative students. Good drawing skills are obviously very useful. However, drawing is only one element of the assessment marks. GCSE coursework projects soon develop beyond the drawing stage and thus students who are less able in this area can still gain a good grade.

Students submit a portfolio as their final piece of coursework and an exam project at their exhibition at the end of Year 11. These portfolios demonstrate how students have developed their skills through a full range of media and techniques including drawing, painting, print making (screen and block), batik, ceramics, textiles, graphic design and 3D work. Links are made with arts, crafts and designers of past times and other cultures.

The various skills and techniques taught during the course help students discover and develop their individual strengths and will provide a sound basis for future studies in both Art & Design at A Level, college or university. Students are expected to expand their subject knowledge through their own interests and initiative.

Many successful students from this course have progressed into careers in Art. Recently we have had students who have gone on to study Architecture, Product Design, Fashion, Teaching (Primary), Ceramics and Animation at university.

ASSESSMENT ARRANGEMENTS

COURSEWORK - 60% of final GCSE mark:

- The coursework is developed over a 16 month period from the beginning of Year 10 and completed by the January of their second year of study
- Students mount an exhibition of their work at the beginning of May in Year 11
- This is assessed internally by their teachers and verified by external moderators

FINAL EXAM - 40% of final GCSE mark:

This is in the form of a paper that is given to students at the beginning of January in Year 11. There is a selection of starting points on the exam paper; students choose one starting point to develop. Students complete their exam work and final piece between January and Easter. The exam takes place over a period of 2 days (10 hours) in April.

MRS J RHODES

BUSINESS STUDIES

COURSE DETAILS

Exam Board: EDEXCEL
Web link: <http://qualifications.pearson.com/en/home.html>

GCSE Business Studies is an exciting and demanding course. It requires an interest in business, commitment and a willingness to learn about how small businesses are developed and discover how they are promoted and keep their customers happy. You will learn how businesses manage both their finances and the people who work for them.

WHAT YOU WILL STUDY

The course covers the following two themes:

Theme 1: Investigating Small Business

- Enterprise & Entrepreneurship
- Spotting a Business Opportunity
- Putting a Business Idea into Practice
- Making the Business Effective
- Understanding External Influences on Business

Theme 2: Building a Business

- Growing the Business
- Making Marketing Decisions
- Making Operational Decisions
- Making Financial Decisions
- Making Human Resource Decisions

The course involves some work of a mathematical nature. Specifically, this involves the manipulation and interpretation of numerical data. The numerical element does not get any more difficult than being able to use and understand percentages. The subject also requires students to learn a range of new terms and phrases.

WHY SHOULD I CHOOSE THIS SUBJECT?

GCSE Business Studies will provide valuable background knowledge and understanding of the world of work. It will also provide a firm foundation for the study of Business Studies at A Level.

The main aims and objectives of the course are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively, and draw on evidence to make informed business decisions and solve business problems
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data

HOW THE COURSE IS ASSESSED

Theme 1: Investigating Small Business

Written examination: 1 hour and 30 minutes 50% of the qualification (90 marks)

Theme 2: Building a Business

Written examination: 1 hour and 30 minutes 50% of the qualification (90 marks)

WHAT CAN YOU DO WITH THIS SUBJECT WHEN YOU LEAVE SCHOOL?

- It will enable you to understand more about the business world
- It will motivate and challenge, and prepare you to make informed decisions about further study and career pathways
- It will provide entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas
- It will lead into careers such as banking, sales, product management and general management

HOMEWORK POLICY

Homework is viewed as an essential part of the course in helping to reinforce and develop knowledge and understanding and therefore will be set on a regular basis.

Homework set may involve:

- Written work
- Research activities
- Case studies
- Reading
- Learning key business terminology
- Watching business related programmes including the news, The Apprentice, Dragon's Den etc.

MISS A STOWERS

CHILD DEVELOPMENT

COURSE DETAILS

Level 1/2 Cambridge National Certificate in Child Development

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- preparing a feed or meal for a child
- choosing suitable equipment to use in a childcare setting
- planning suitable play activities
- helping to prevent accidents in a childcare setting.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- research skills – for example, within the NEA set assignment students will need to complete research for equipment to help make decisions on which to choose and explain why
- communication skills – for example, within the NEA set assignment students will need to make recommendations to the nursery on how accidents can be prevented.

Further information for this course can be found on the OCR website – www.ocr.org.uk

There are three units of work. They are:

R057 Health and well-being for child development

In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive. Topics include: Pre-conception health and reproduction; Antenatal care and preparation for birth; Postnatal checks, postnatal care and the conditions for development; Childhood illnesses and a child safe environment.

R058 Create a safe environment and understand the nutritional needs of children from birth to five years

In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs. Topics include: Creating a safe environment in a childcare Setting; Choosing suitable equipment for a childcare setting; Nutritional needs of children from birth to five years.

R059 Understand the development of a child from one to five years

In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development. Topics include: Physical, intellectual and social developmental norms from one to five years; Stages and types of play and how play benefits development; Observe the development of a child aged one to five years; Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

ASSESSMENT ARRANGEMENTS

- R057 accounts for 40% of the final grade (external exam)
- R058 accounts for 30% of the final grade (Non-Exam Assessment)
- R059 accounts for 30% of the final grade (Non-Exam Assessment)

HOMEWORK POLICY

Students are expected to be able to organise the work they are required to do as homework to meet clearly set deadlines and to be self-motivated in ensuring work is handed in as required. Work completed for homework will make a significant contribution to the award of the final grades.

OTHER DETAILS

Working as a childcare professional needs an understanding of the care needs for children of all ages.

This qualification will help you to develop knowledge, understanding and skills that will allow you to help and support those in your care, starting from preconception through to children aged birth to five years. It is important that childcare settings provide a safe and nurturing environment to care for babies and young children, as well as providing activities and support to help them develop. This qualification will allow you to gain knowledge and skills to help provide such an environment for children in your care. The knowledge and skills you develop will help you to progress onto further study in the care sector. This may be other vocational qualifications, such as the Level 2 or Level 3 OCR Cambridge Technicals in Health and Social Care; the T Level Technical Qualification in Education and Childcare or the Early Years Educator Apprenticeship.

It should be noted that the course is equally suitable for boys and girls.

MRS C WALLACE

COMPUTER SCIENCE

COURSE DETAILS

Exam Board OCR
Specification Number J276
Website: www.ocr.org.uk

WHY CHOOSE THIS COURSE?

This is a course for students who are ready to learn more about computers and how they work. Through this course they will gain an in-depth understanding of what goes on behind the scenes of their desktop computer, laptop, tablets and other handheld devices.

As part of this course they will be taught how to think like a computer programmer and get an introduction to programming. They will develop skills in data representation, computer systems and networks, cyber security and ethical, legal and environmental impacts of digital technology

The course consists of three sections:

- **Paper 1: Computational Thinking and Problem Solving**
Computational thinking, code tracing, problem solving as well as other theory
- **Paper 2: Theoretical Knowledge of Computer Science**
All aspects of computer systems and the theory of computer programming
- **Programming Project**
Designing and producing a program for a topic given by the exam board

ASSESSMENT DETAILS

80% examined, 20% Non-Exam Assessment.

HOMEWORK POLICY

Students will generally be expected to complete one piece of homework per week involving tasks which will help improve their understanding of the theory aspects of the course.

PROGRESSION INTO EMPLOYMENT OR FURTHER QUALIFICATIONS

Due to how important digital technologies are in everyday life, Computer Science opens the door to many exciting opportunities. This course provides an excellent starting point for those interested in computer science, software engineering, multimedia programming, computer games design and many more. However, it also teaches skills that are highly desirable in accountancy, law and teaching and will help students develop their independence and knowledge ready for further education in Computer Science or other subject areas.

MR S BEEDIE

DESIGN & TECHNOLOGY

COURSE DETAILS

Exam Board	AQA
Specification Code	8552
Website	www.aqa.org.uk

The Design and Technology GCSE is an exciting course that combines several disciplines, modernising the teaching and learning of Design and Technology and allowing students to develop knowledge and understanding in a broad range of media, with practical elements throughout. The qualification is linear meaning students sit an external exam at the end of the course, along with the submission of the non-exam assessment (coursework).

Designing and making remains at the heart of the subject. The ability to make high quality prototypes is an essential aspect of the course. The course has been designed with both young people and the country in mind, offering students the ability to function and contribute to an increasingly technological world and offering them the foundations for successful employment should they wish to continue with Design and Technology post 16.

Students who have enjoyed Design and Technology at Caldew during Key Stage 3 will find the new GCSE course inspiring, engaging and challenging. They will gain a greater understanding of how technology impacts on people's daily lives and how technology can support the development of an ever- changing world.

The course is designed around three main areas, assessed in both the written exam and the controlled assessment:

1. Core technical principles
2. Specialist technical principles
3. Designing and making principles

Throughout the course students will have opportunities to gain new (and build on existing) skills with tools, equipment and processes used across the disciplines (Resistant Materials, Product Design, Graphic Products, Textiles and Systems and Control). This will include wood working tools, metal work tools, plastics equipment, ICT and CAD/CAM facilities including the laser cutter, CNC router and 3D printer, as well as a proportion of graphics and textiles where they will build upon their understanding of graphic media, printing techniques and industrial processes, as well as enhance their technical drawing skills.

Students will be expected to demonstrate mathematical skills during the course when carrying out tasks in the workshop, as well as good literacy skills. They will develop further knowledge of the environmental concerns related to designing in today's society.

Students will be expected to gain an in-depth understanding of the discipline ('material category') they wish to specialise in during the Non-Exam Assessment, where they will be able to choose from a range of media, directed by their subject teacher to ensure this suits each individual's skills and interests.

ASSESSMENT ARRANGEMENTS

Students will sit the final exam at the end of the course. This will be a 2- hour written paper, marked out of 100, and worth 50% of the overall GCSE. Questions will be divided into 3 sections, based on the principles stated above:

Section A – Core Technical Principles (20 marks)

Multiple choice and short answer questions assess broad technical knowledge and understanding (of all disciplines)

Section B – Specialist Technical Principles (30 marks)

Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles

Section C – Designing and Making Principles (50 marks)

Short and extended response questions, including a 12 mark *design question*

During Year 11, students will carry out the Non-Exam Assessment in the form of a contextual challenge released by AQA in the summer term of Year 10. Example challenges include: a high profile event; addressing the needs of the elderly; the contemporary home; children's learning and development and the world of travel and tourism.

The Non-Exam Assessment is worth 50% of the overall GCSE, and so, carries with it the need for deep enthusiasm for the subject and commitment to the course, to ensure each aspect of the task demonstrates creativity, flair and originality. The task will be broken down into four main areas:

- Investigating
- Designing
- Making
- Analysing and evaluating

Students will be required to produce a written or electronic design folder/portfolio within a maximum of 20 pages as well as a working prototype to demonstrate the above criteria, completed under supervised conditions within 30-35 hours. Work will be marked by the class teacher and moderated externally by AQA.

This is a fantastic opportunity to study a subject that encompasses a vast range of disciplines, using a wide range of media. Through written and design tasks, team work, ICT, CAD/CAM, investigation, problem-solving, prototyping and multiple practical tasks students will come to understand the importance of Design and Technology and the links to the 'real world'. Using their knowledge of materials, equipment, processes and the environmental concerns related to specific manufacturing techniques, they will be able to question and challenge design briefs until they find creative and innovative design solutions to the problems posed.

MISS A STRINGER

DRAMA

COURSE DETAILS

Exam Board: AQA (code AQA 3241)

Website: www.aqa.org.uk

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for GCSE Drama is divided into three components:

- Understanding Drama
- Devising Drama
- Texts in Practice

Guidance is also provided on the theatrical skills students will need to work on. In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets.

SETTING ARRANGEMENTS

Drama is taught in mixed ability groups.

ASSESSMENT ARRANGEMENTS

Component 1: Understanding Drama

What's assessed?

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

How it's assessed:

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks in total
- 40% of GCSE

This component is marked by AQA.

Questions:

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

Component 2: Devising Drama

What's assessed?:

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed:

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

This component is marked by teachers and moderated by AQA.

Component 3: Texts in Practice**What's assessed?**

- Performance of two extracts from one play (students may contribute as performer or designer)
- Free choice of play but it must contrast with the set play chosen for Component 1

How it's assessed:

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

This component is marked by AQA.

HOMEWORK POLICY

Students are expected to research the social, historical and cultural context of the plays they are studying. They must also write scripts, learn words and complete essays.

MRS H OPENSHAW

FOOD PREPARATION & NUTRITION

COURSE DETAILS

Exam Board	AQA
Specification Code	8585
Website	www.aqa.org.uk

WHAT WILL I STUDY?

The Food Preparation and Nutrition GCSE will help you develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. You'll also learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security. You'll master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.

ASSESSMENT

There will be one exam for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition. The exam will be 1 hour 45 minutes long. The second part of the assessment will be non-exam assessment and will consist of two tasks, involving practical work.

Task 1: You will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. You'll practically investigate ingredients and explain how they work and why.

Task 2: You will plan, prepare, cook and present a three-course menu. This task will provide you with an opportunity to cook up a storm and showcase your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.

SKILLS

This is a GCSE course with a strong practical focus. You'll master a variety of technical skills and become proficient in the kitchen. In addition, you'll develop an in-depth knowledge of food science, food safety, food choice, nutrition and health. You'll also develop transferable skills such as:

- analysis
- evaluation
- communication skills
- working independently
- time management
- the ability to interpret information and data

HOW WILL IT FIT IN WITH MY OTHER SUBJECTS?

The skills you develop through the study of food preparation and nutrition will support your study of a wide range of other subjects and can be studied in combination with any other GCSE course. In terms of subject knowledge, the nutrition and health may particularly complement the study of Biology and PE. Food Preparation and Nutrition also helps you to learn how to work independently and manage your time – skills valued by both higher education institutions and employers alike.

SPECIFICATION AT A GLANCE

The qualification is linear, meaning students will sit an exam at the end of the course, along with the submission of the non-exam assessment (controlled assessment tasks). The subject content is broken down into five main areas:

1. Food, Nutrition and Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance

Each area will be taught through mini projects and one-off tasks, with a large proportion taught through practical activities – students will need to bring ingredients for a wide variety of practical tasks throughout the duration of the course. This will, of course, carry with it theory work to extend and consolidate learning in preparation for the final exam.

WRITTEN EXAM ASSESSMENT

The final exam (worth 50% of the overall GCSE) will test theoretical knowledge of the specification content. The paper is divided into two sections: Section A worth 20 marks and Section B worth 80 marks.

Section A Multiple choice questions structured to reflect the 5 areas listed above.

Section B Five questions varying in styles of approach and content (both short answer questions and extended responses).

NON-EXAM ASSESSMENT

The non-exam assessment is broken down into two tasks: Food Investigation and Food Preparation Assessment. Both tasks will be completed under supervised conditions.

Food Investigation (15% of the overall GCSE)

A written report where students will demonstrate their understanding of the scientific principles that underpin the preparation and cooking of food. The topic of the investigation will be confirmed by AQA in the Autumn Term of Year 11. The investigation and report should be completed within 10 hours.

Food Preparation Assessment (worth 35% of the overall GCSE)

Students will plan, prepare, cook and present a three-course menu within 3 hours. The task will be set by AQA in the Autumn Term of Year 11. It is recommended that students spend 20 hours on the task, in which time they must produce a concise portfolio that demonstrates their application of technical skills and their practical outcomes. They will need to explain how they planned and carried out the preparation, cooking and presentation of their three final dishes, and evaluate the cost and sensory properties and nutritional characteristics of each dish.

MISS A STRINGER

GEOGRAPHY

COURSE DETAILS

Exam Board: AQA (8035)

Website: www.aqa.org.uk

Our new specification enables a variety of teaching and learning approaches. This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from the classroom, exploring case studies in high income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include: the challenge of natural hazards; the living world; physical landscapes in the UK; urban challenges; the changing economic world, and the challenge of resource management. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Students develop numerous life skills through the study of Geography which employers have traditionally recognised as a valued asset. This is much more than the traditional expectation of a working knowledge of maps and atlases but extends to effective group work, encouraging leadership, organisation, time management and communication. Inter-personal skills are required when students are gathering data, whilst an analytical problem-solving approach is required to interpret data. Geography holds a unique position in that it bridges the divide between the Sciences and the Arts subjects. Geographers are eligible for a wide range of jobs: Ecotourism Advisor, Flood Prevention Officer, Risk Assessor, Water Supply Controller, Coastal Manager, Soil Conservationist, Estate Manager, Forestry Ranger, Pollution Analyst, Civil Service, Foreign and Commonwealth Office and Oil Exploration, to name but a few. The new broad-based curriculum at A Level means that students will be able to study Geography in conjunction with either a Science or Arts background. At this stage in most students' education it seems wise to keep options open and Geography GCSE offers this.

SETTING ARRANGEMENTS

The department will be guided by the timetable outcomes but normally students are placed in mixed ability groups where all students are expected to gain 9-4 regardless of their target. The department does have an excellent long term record of achieving success above the national average.

ASSESSMENT ARRANGEMENTS

Final exam: 100% of the final grade consisting of three papers – Paper 1 Physical Geography (35%), Paper 2 Human Geography (35%) and Paper 3 Geographical Applications (30%).

HOMEWORK POLICY

As in all GCSE subjects, students will be expected to complete quality homework on a regular basis to enable them to fulfil their potential. The Geography staff are committed to stretching students of all abilities to the maximum so that they can be proud of their achievements at the end of the course.

OTHER DETAILS

All students studying Geography must take part in two fieldwork investigations during the course to prepare them for Paper 3. This will involve practical fieldwork where students will investigate a hypothesis. A letter giving full details of the fieldwork will be sent out a few weeks before we go. If a student is away from school on the date, due to unforeseen circumstances, the department will rearrange a time for data collection for that individual.

A Level Geography is a popular subject choice in the Sixth Form and value-added data clearly shows how effective the department is in getting the students to fulfil their potential.

If you have any further questions please do not hesitate to get in touch.

MR R GRIFFITHS

HEALTH & SOCIAL CARE

COURSE DETAILS

Level 1/2 National Certificate in Health & Social Care

You may be interested in this if you want to use what you learn in practical, real-life situations, such as:

- Recommending support for individuals.
- Creating and delivering a health promotion campaign.

This will help you to develop independence and confidence in using skills that would be relevant to the health and social care sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all units.
- Researching topic areas and recording research sources, then using them to interpret findings and present evidence.
- Planning creative activities or health promotion campaigns, this will involve managing time and identifying aims, purpose, resources, methods.
- Creating, presenting/delivering information to a group or an individual.

Further information for this course can be found on the OCR website – www.ocr.org.uk

Students have to complete three units of work. They are:

Unit R032: Principles of care in health and social care settings (examined unit)

In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

Unit R033: Supporting individuals through life events (non-examined assessment)

In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

Unit R035: Health promotion campaigns

In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery

ASSESSMENT ARRANGEMENTS

- R032 accounts for 40% of the final grade (external exam)
- R033 accounts for 30% of the final grade (Non-Exam Assessment)
- R035 accounts for 30% of the final grade (Non-Exam Assessment)

HOMEWORK POLICY

Students are expected to be able to organise the work they are required to do as homework to meet clearly set deadlines and to be self-motivated in ensuring work is handed in as required. Work completed for homework will make a significant contribution to the award of the final grades.

OTHER DETAILS

To work in a health or social care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied. This qualification will help you to develop this knowledge and to understand the importance of effective communication skills when working in these settings. You will also develop the skills needed to ensure a safe and hygienic environment for those in care. These skills will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care; A levels in psychology, biology or sociology and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support

It should be noted that the course is equally suitable for boys and girls.

MRS C WALLACE

HISTORY

COURSE DETAILS

Exam Board: Edexcel

Specification details can be found on the Edexcel website: <http://qualifications.pearson.com/en/home.html>

This is a linear course. Candidates will sit the Unit 1, Unit 2 and Unit 3 exam papers at the end of Year 11. There is no Non-Exam Assessment.

Paper 1: British Thematic Study with Historic Environment

Medicine in Britain from 1250 to the present and features the Historic Environment: the British sector of the western front; injuries treatment and the trenches.

The exam is 1 hour 15 minutes and is worth 30% of the final mark.

Paper 2: Period Study and British Depth Study

The Period Study will be Superpower Relations and the Cold War 1941 – 1991

The British Depth Study is Anglo Saxon and Norman England 1060 – 1080.

The exam is 1 hour 45 minutes and is worth 40% of the final mark.

Paper 3: Modern World Depth Study

This will be Weimar and Nazi Germany 1918 – 39

The exam is 1 hour 20 minutes and is worth 30% of the final mark.

SETTING ARRANGEMENTS

Students are taught in mixed ability settings. Topics are delivered through a variety of learning styles including discussion, research, visual stimuli and some ICT. Please note that all History GCSE candidates sit the same end of Year 11 exam papers.

HOMEWORK POLICY

Students are expected to complete one piece of homework per week e.g. source analysis, revision for practice exam questions done in class and analysis of work covered.

OTHER DETAILS

History is a fascinating subject which equips students with many skills which enable them to progress to areas of work such as law, journalism and ICT based jobs. These skills are also an excellent basis for opportunities in many areas of further education. Demonstrating success in History shows that students have the ability to think logically and independently, analyse and evaluate information and communicate ideas. These are skills which are vital in a modern economy and society where information handling is a key requirement in the work place. It also helps them to make sense of the world around them.

MR R GRIFFITHS

ICT (Creative iMedia)

COURSE DETAILS

Qualification: OCR Level 1/2 Cambridge National Certificate in Creative iMedia

Website: [Cambridge Nationals - Creative iMedia Level 1/Level 2 - J834 - OCR](#)

THE COURSE

ICT (Creative iMedia) is a very engaging and practical way of learning and using ICT. You will become equipped with a range of creative media skills and be given opportunities to develop, desirable and transferable skills such as research, planning, and evaluation, working with others and communicating creative concepts effectively. You will also be able to work on many creative projects as we offer the following pathways:

- Graphic Design and Photography
- Digital Animation, Video Production and Sound Editing
- Website and Interactive Media Production

ASSESSMENT DETAILS

The course is made up of 3 units, two of which are compulsory, and the remaining one is a unit we will select based on the interests of the students that take the course. The units are as follows:

Compulsory

R093: Creative iMedia in the media Industry - Written Exam

This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

R094: Visual Identity and digital graphics – Non-Exam Assessment

This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

Optional

R095: Characters and Comics

R096: Animation with Audio

R097: Interactive Media

R098: Visual Imaging

R099: Digital Games

Due to how important digital technologies are in everyday life, ICT opens the door to many exciting opportunities. This course provides an excellent starting point for those interested in careers focused around multimedia design and creative use of ICT. Through this course you will be prepared for careers such as graphic design, web design, animation, film making, advertising, TV production, digital product design and many more.

MR S BEEDIE

MUSIC

COURSE DETAILS

Exam Board Eduqas

Website: <https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf>

WHAT CAN STUDENTS EXPECT FROM THE COURSE?

The course is taught through a mixture of practical and theory based activities. Students are encouraged to use their own instrumental/vocal skills in practical work as well as developing performing skills in other instrumental/vocal areas. It is not essential that students play an instrument/sing before they start the course but they will be expected to learn instrumental/vocal skills during the course. Weekly peripatetic instrumental/vocal lessons will be provided to all GCSE students at a subsidised cost in order to prepare for the performance coursework. GCSE Music students will have the opportunity to perform at various concerts throughout the school year.

The ICT facilities in Music have recently been upgraded so there are now many opportunities throughout the course to use music technology for recording work and composing using various music software packages. There are also times in the course where students will have the chance to go on visits to experience different styles and genres of music.

WHAT WE EXPECT FROM OUR STUDENTS

The course is quite demanding in terms of self-discipline and time management. The successful student will be motivated to work at home, learning the theory and vocabulary, to get involved with musical activities in school to develop ensemble skills and take responsibility for developing their skills as a solo performer. GCSE Music students are expected to take part in the various concerts throughout the school year.

WHY CHOOSE GCSE MUSIC?

In addition to helping students acquire subject knowledge, this course:

- provides students with the opportunity to gain self-confidence through performing to/with others
- develops team-working skills through performing with others
- extends students' creative skills through composing music
- encourages the understanding of the importance of continuous evaluation and refinement in any process
- provides a solid foundation for progression to music related courses, including A Level Music, and a career in music professions

MS E BROWNLEE

PHOTOGRAPHY

COURSE DETAILS

Qualification: AQA GCSE Photography

Website: www.aqa.org.uk

What is Photography?

Photography is one of the corner stones of the world. Just take a minute to stop and count how many images you are exposed to on a daily basis. This course will engage your creativity on a whole new level and help you to understand how to construct images that have a wow factor! Following this course you will be prepared to carve out your desired career in photography or at least make you highly visible on Instagram!

Photography is an exciting course that aims to get you prepared for many possible careers including: Advertising, Commercial, Editorial, Sports, Fashion, Film, Food, Forensic, Industrial, Architectural, Portraiture, Travel and Wedding photography. Photographs are visible everywhere because we love the photographic representation of ourselves, and our world, therefore there is a huge market for photographic work.

Advertising, Magazines, Newspapers and many other industries rely on the power of images within their work. The film industry makes use of “Directors of Photography” who are responsible for designing the look of a film, its lighting and use of the camera. Photographers all over the world are employed to take “Still Life” images and “portraits” as these artists portray their view of the world. Photographs are used in galleries, books, the internet and even decorate the walls of our homes. The course will give you the skills and enthusiasm to take amazing pictures, work creatively and share your ideas visually.

The creative potential within this course will teach you many skills that will not only help you become more creative but support your learning in many other ways. Develop critical thinking and analytical skills, learn how to use ICT and develop your projects digitally, learn problem solving on a whole new level and develop a social awareness of the world around you.

Throughout the course you will be asked to work on several projects that look at many different areas of photography; Advertising, Commercial, Editorial, Sports, Fashion, Film, Food, Industrial, Architectural, Portraiture or Travel. Through these projects you will develop your understanding of the technical and artistic aspects of the art form through areas such as; aperture, framing, shutter speed, ISO, form, colour, shape, depth of field and many more. These projects will then get you ready for the assessment within the course that will include building portfolios of your work and responding to a brief set by the exam board within your end of Year 11 exam.

What careers and University courses can Photography lead to?

Photography could lead to academic or vocational degrees relating to Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Ariel, Portraiture and Wedding photography, Sports and Travel, Press photography, Photojournalism, Fine Art, Editing, Fashion photography or Styling, the Film industry, Forensic science, Curating, Image Library, etc

MR S BEEDIE

PHYSICAL EDUCATION (GCSE)

COURSE DETAILS

Website: <http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/>

GCSE PE provides students with the exciting opportunity to begin to gain an understanding of PE. Stimulating content is at the heart of this engaging qualification which will encourage students to immerse themselves in the world of sports and PE. Studying GCSE (9-1) Physical Education will open their eyes to the amazing world of sports performance.

Not only will students have the chance to perform in three different sports through the non-exam assessment component, they will also develop wide-ranging knowledge into the how and why of physical activity and sport. The combination of physical performance and academic challenge provides an exciting opportunity for students. They can perform, and then through the academic study, learn how to improve their performances through application of the theory.

Physical Education is learned about through a range of different contexts and the impact it has on their own and others' everyday lives. They will learn the reasons why we do things and why some people outperform others – mentally and physically. They will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet. Through an introduction to all areas of PE, they will receive a well-rounded and full introduction to the fascinating world of PE, physical activity and sport.

This GCSE study provides everything students need for their future moves on to further education, higher education, employment or further training. Students will have the opportunity to develop a wide ranging set of key skills, including communication using appropriate language, dealing with pressure, split-second decision making, interpreting and analysing data, as well as analysing and evaluating performance so improvements can be made. The specifications also encourage the development of strong literacy and numeracy skills. The acquisition of such a diverse range of skills is of great benefit to students as they continue their education.

SETTING ARRANGEMENTS

The department will be guided by the timetable outcomes but we prefer to organise sets in single gender for practical and mixed ability for theory.

ASSESSMENT ARRANGEMENTS

Practical performances (3) and non-exam assessment performance analysis task	40%
Final exams	60%

TIERS OF ENTRY

Full course – worth one GCSE (9 - 1)

HOMEWORK POLICY

As in all GCSE PE subjects, students will be expected to complete quality homework on a regular basis. This is done in GCSE PE via the mypeexam.org learning platform. Students have to make notes from the websites videos in preparation for theory lessons and attempt self-marking quizzes. This learning platform provides teaching staff with live data on students' progress and the times of the day students are logging on and completing work.

OTHER DETAILS

Students who choose the course should be regularly participating in extra-curricular sport or regularly training and playing with teams or clubs outside school.

MR M BUTLER

PSYCHOLOGY

COURSE DETAILS

Qualification: OCR GCSE Psychology

Website: [GCSE - Psychology \(9-1\) - J203 \(from 2017\) - OCR](#)

COURSE CONTENT:

This course is the study of the human mind and behaviour. We keep asking the question 'why do people do the things they do?' There is not a definite answer to this question as different psychologists have different points of view. This is why looking at evidence (from studies) is an important part of Psychology too.

There are six main topics:

- Criminal Behaviour – are criminals born or made and how should criminals be punished in society.
- Development – how does a child's mind develop over time.
- Psychological Disorders – how is mental health defined and how do disorders such as schizophrenia and depression develop.
- Social Influence – why does society obey authority figures and what causes pro and anti-social behaviour.
- Memory – what causes our brain to remember information and how is information forgotten.
- Sleep and Dreaming – what are the functions of sleep and why do we dream.

There is a topic on research methods and within all of the topics, you'll also carry out your own investigations. Neuropsychology (study of the brain) features in all of the topics too.

ASSESSMENT ARRANGEMENTS

For this GCSE, there are two examination units – each worth 50% of the final grade.

- Both exams are 1hr 30min long. They include multiple choice questions, source questions, a range of low and high mark questions, and one essay on each unit.

HOMEWORK

Homework is viewed as an essential part of the course in helping to reinforce and develop knowledge and understanding and therefore will be set on a regular basis.

Homework set may involve:

- Written work
- Research activities
- Case studies
- Reading
- Learning key psychological terminology
- Watching psychology related programmes including the news

What careers and University courses can Psychology lead to?

Psychology could lead to academic or vocational degrees relating to Clinical Psychologist, Counselling Psychologist, Forensic Psychologist, Sport and Exercise Psychologist and careers such as Police Officer, Prison Officer, Human Resources Officer, Social Worker, Counsellor and Teacher.

MR L CLARKE

RELIGION, PHILOSOPHY AND ETHICS (RPE)

COURSE DETAILS

Religious Studies A (8062)

Exam Board AQA

Website: www.aqa.org.uk/religious-studies

COURSE CONTENT

Why choose Religion, Philosophy & Ethics?

The subject offers exciting debate between religious and non-religious beliefs and attitudes. This topic area tackles relevant issues in modern British society.

Modern and engaging – you will gain a deeper understanding of two religions, and explore philosophy and ethical studies in the modern world.

Designed to inspire – the subject includes exciting content that explores relationships and families, peace and conflict, belief in God and non-religious belief.

Skills for today's world – RPE can open up the possibility of in-depth debate, which leads to critical evaluation and analysis. All jobs are relevant to RPE but specific skills are developed that support work in medicine, the police force, armed forces, social work, politics and law.

Straightforward assessment – It has a simple, clear assessment structure that consists of two written examinations.

Support and guidance – You will have support throughout the course from specialist RPE Teachers.

Areas of Study

Component 1: The Study of Religions: Beliefs, Teachings and Practices:

- Christianity
- Buddhism

Component 2: Thematic Studies

You will study four religious, philosophical and ethical themes which are:

- Religion, human rights, social justice and poverty
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

Students are required to reflect upon, and explain, their own personal viewpoints. Discussion and debate will be a key component of the course; there will also be a mixture of both independent and group work in lessons. Current affairs will also be a regular feature of lessons and students will be encouraged to apply their knowledge and understanding to contemporary and relevant material. All topics are explored within cultural and historical contexts, as well as considering relevant political, social and psychological frameworks.

ASSESSMENT ARRANGEMENTS

Religion, Philosophy & Ethics is 100% exam-based.

HOMEWORK

Homework is an essential part of the GCSE course and students will be expected to complete quality homework on a regular basis to enable them to fulfil their potential. Homework could take the form of research, exam practice or creative projects.

MR N THOMPSON

COURSE DETAILS

Exam Board AQA
Website www.aqa.org.uk

On this website there are details of the examination in the 'Qualifications' section. There are lots of ideas, suggestions, help and guidance in the 'Students and Parents Support' section.

We also suggest lots of languages websites to students during their study of languages. They may find BBC [Bitesize](#) and SENECCA particularly useful at this level. There are also helpful exercises, links and support on the school Firefly site.

Students are prepared for the AQA GCSE (full course) exam in Spanish. The exams are designed to test the ability of students to understand the spoken and written language (listening and reading), to speak competently (speaking) and to write in the foreign language (writing).

Over the two years students study all of the following themes on which the assessments are based:

Theme 1: Identity and Culture

Theme 2: Local, National, International and Global Areas of Interest

Theme 3: Current and Future Study and Employment

Theme 1: Topics include:

Talking about ourselves, family and friends
Technology in everyday life
Free time activities
Customs and festivals in Spanish speaking countries

Theme 2 Topics include:

Travel and tourism
Home, town, neighbourhood and region
Home, social issues like charity work and homelessness
Global issues such as the environment and poverty

Theme 3 Topics include:

My studies, life at school and at college
Education post 16, career choices and ambitions

These topics follow on from work learned in years 7, 8 and 9

The course develops listening, speaking, reading and writing skills and includes a focus on skills such as translation, understanding authentic and literary texts and spontaneous speaking.

Cultural content and a focus on "Learning something new" helps to give students a sense of purpose and bring language learning to life.

Language and grammar are introduced and recycled throughout the GCSE course in a "building blocks" approach to help students use language independently across a range of contexts.

ASSESSMENT ARRANGEMENTS

Final exams in listening (25%), reading (25%), speaking (25%) and writing (25%). Students are tested regularly to ensure that they are working towards the level of exam most suited to their ability.

TIERS OF ENTRY

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

HOMEWORK POLICY

Students are set homework as required. This can include:

- Consolidation of work done in class and reviewing work done previously
- Preparation and research for next lesson
- Reading, fact finding and learning

MRS J MOODY

SPORT SCIENCE

COURSE DETAILS

Course: OCR Level 1/2 Cambridge National Certificate in Sport Science

Web Link: <http://www.ocr.org.uk/qualifications/cambridge-nationals-sport-science-level-1-2-j802-j812/>

Introduction

Cambridge Nationals in Sport Science has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

Objectives of Qualification

The qualification prepares students for the level 3 vocational course or A Level PE. Many students that complete the course go on to work in the health and fitness industry as instructors for example.

Assessment

Students create evidence towards assessment objectives via written projects and practical performance, the work is internally assessed by the teacher and students are given time to act upon feedback and resubmit work. This work is again internally assessed and students achieve either a Pass, Merit, Distinction or Distinction*. There is one externally assessed unit in which students are expected to complete a one hour written exam. Students will be given no credit for practical performances like in GCSE PE.

MR M BUTLER